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ABSTRACT

This handbook describes Los Angeles Pierce College's (LAPC's) English Skills Tutorial Package, which seeks to identify specific areas of strength and weakness in students' language proficiency and to strengthen those specific areas through discrete and holistic approaches and, sometimes, conscious coaching. Following introductory comments about the discrete tutoring approach and the rationale for its use at LAPC, the handbook contains: (1) background information about the Extended Opportunity and Services Program (EOPS) English Skills Survey; (2) the English Skills Survey answer booklet; (3) a copy of the English skills profile to be completed based on test results; (4) instructions for test administration; (5) samples of completed profiles; (6) "What Every Tutor Should Know about Second Language Acquisition," which covers the sociolinguistics of second language acquisition and the role of helping programs, communicative competence, receptive and productive competence, acquisition versus learning, and principles of communicative growth; (7) "What We Learned," which reviews the insights gained through the use of the tutorial package at LAPC in the areas of tutoring adults, students' linguistic and cultural backgrounds, and helping adult learners with pronunciation problems; (8) "Evaluating the Students' Needs"; (9) "The Contrast between English as a Second Language and English Instruction"; and (10) "Some How To's," including how to divide tutoring time, how to deal with specific problem structures, how to teach intonation and stress, how to use reported speech exercises, how to teach sequences of tenses, and some important don'ts. Appendixes provide additional instructional material. (EJV)

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ED288579

ENGLISH SKILLS TUTORIAL PACKAGE

FOR LIMITED ENGLISH PROFICIENCY STUDENTS

An EOPS Special Project funded under
Section 56231 and 56293 Title V
Extended Opportunity Programs and Services
Chancellor's Office, California Community Colleges

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Los Angeles Pierce College
Los Angeles Community College District

October, 1987

JC 870 487

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The audio technical work was provided by David Green, in conjunction with Jean Turner. The voices on the recorded section of the Survey are theirs.

Karen Manna-Levin is responsible for all illustrations, including portions of the cover.

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INTRODUCTION: AN APOLOGY FOR DISCRETE TUTORING

This handbook is about identifying specific areas of strength and weakness in language proficiency and trying to strengthen those specific areas through discrete and holistic approaches and sometimes conscious coaching. What we present here are pragmatic solutions to specific problems we have encountered; we suggest that they be applied only in situations similar to our own.

A discrete approach to language tutoring has its limitations, and should not be regarded as the ideal method for developing communicative competence. Communicative competence is, after all, the integration of numerous skills for coding and decoding messages. We do not yet understand how those skills are ultimately integrated by different individuals, but we do know that under appropriately conducive circumstances, individuals appear to do the work on their own with a minimal need for active discrete or conscious coaching.

On the other hand, despite their interrelatedness, language skills also appear to develop quite independently from each other. Asymmetries between them are normal and do occur. Under certain adverse circumstances, critical gaps and dysfunctional asymmetries can arise and hamper further development of communicative competence. It is in the context of the latter that we have resorted to discrete and sometimes conscious tutoring. While excessive emphasis on discrete skills and conscious learning can be counterproductive, we believe that a well-informed approach need not lead to common pitfalls. In fact, we believe that such an approach can strengthen areas of weakness, lift emotional and cognitive blocks, and fill critical gaps in information, providing the missing integrative links.

As with other approaches, this one may not work for everyone, and its success will depend largely on that elusive mixture of motivation and ability brought into the situation by the participants. When applied in a responsible manner, it can at worst avoid negative outcomes, and at best yield rewarding results. As facilitators in such a complex process as second language acquisition, the bulk of which is beyond our control, this is the best we can hope for.

ROLLING UP OUR SLEEVES: THE PROBLEM AND WHY WE DID WHAT WE DID

Los Angeles Pierce College serves many Extended Opportunity Programs and Services students, most of them refugees, for whom English is a second language. Although most have had some exposure to English, this exposure is usually not sufficient to allow them to compete academically with native speakers. In fact, the conditions of their initial exposure to English have been so frustrating that they have developed communicative coping skills which allow them to function at a minimal level, but which often interfere with the further development of their English proficiency. Many of our students have been in the country for prolonged periods of time. Some have received English instruction before coming to Pierce or even during their stay at the College. However, they still experience and show anxiety and severe limitations in one or more areas of linguistic competence. In some cases, they find themselves incapable of even keeping up with English as a Second Language courses and give up on English altogether, as an impossible task. This observation, we are sure, will come as no surprise to those ESL facilitators who have been involved with refugee or other displaced populations.

In the past, the EOPS program at Los Angeles Pierce College had attempted to provide limited English tutoring, focusing on a conversational approach, to supplement the more academically oriented English ESL instruction available on campus. Under the supervision of a trained ESL professional, native English-speaking peer tutors were recruited from Pierce College to spend a few hours per week with eligible students who had limited English proficiency. They met either on a one-to-one basis or with small groups. The intent was to provide a low-anxiety atmosphere--hence peer tutors--where limited English proficiency students could experience success in oral communication and obtain what seemed like badly needed oral practice. While participating students continued to request tutoring and expressed satisfaction with the program in written evaluations, informal inquiry showed that the participants thought that an unstructured conversational approach was not sufficient to meet their immediate needs. Conversation was considered good in the long run, but the students expressed frustration at the lack of a real sense of progress.

This feedback, in concert with erratic tutee attendance, led us to reconsider our tutorial program. What was wrong was not our goals, but what we had assumed would relieve the very anxiety we had originally perceived as a major problem. As we provided greater structure and focus to our tutoring sessions in an effort to ensure a sense of progress in our tutees, we found that

dysfunctional coping strategies and limitations occurred unpredictably in all areas of English competence and our tutees wanted help in all of them NOW. This required a radical change and, rolling up our sleeves, we proposed the development of a diagnostic instrument to identify specific areas of students' linguistic strength and weakness, and the creation of a tutoring team which could provide a more professional service. The diagnostic instrument is the EOPS English Skills Survey and the team, despite its transformation, is still known from tradition as the EOPS Limited English Speaking (LES) Program.

The Tutoring Program

The tutoring team consists of tutors recruited from the field of communicative disorders led by a TESL professional. In the absence of trained ESL tutors, the field of communicative disorders was identified as the ideal alternative source for potential tutors for three reasons: 1) Students from that field have linguistic training which facilitates their quick adaptation to ESL problems, methodology and materials; 2) at higher levels of training they also have clinical experience, which requires skills that can be transferred to tutoring ESL, and 3) because communicative disorders students are familiar with the idea of using language as a communicative tool as opposed to the less dynamic focus of a student from a field such as English literature.

The diagnostic instrument, the EOPS English Skills Survey, takes advantage of the tutors' communicative disorders training and clinical experience by incorporating techniques found in this field with standard TESL techniques. The EOPS English Skills Survey estimates the strengths and weaknesses of the prospective tutees' English language abilities in listening, oral production, reading and vocabulary, structure and usage, and written expression. The Survey does not provide any scores. It rather provides a description, the EOPS English Skills Profile, on which the Survey results are recorded and interpreted. The Profile becomes a representation and a record of the student's areas of strength and weakness. This profile is used by the TESL professional as a jumping board to make specific instructional recommendations to the team of tutors. Preliminary suggestions for a prescriptive program of corrective as well as developmental ESL tutoring in areas of weakness are made at this time. The profile is also used as a guide for setting priorities for an individualized tutoring program.

Upon being hired in the LES program, tutors receive a tutorial package, and several training sessions are held to discuss the content of the package, to familiarize tutors with ESL problems, materials and overall methodology. Special emphasis is placed on

the differences between problems of ESL students as opposed to those encountered by native speakers of English. Tutors are usually allowed two or three days to familiarize themselves with the materials before starting tutoring. During this period individual and group meetings can be scheduled with the TESL professional as need arises. After the initial familiarization period, weekly staff meetings are held as inservice training for the tutors to discuss tutees' problems, tutoring strategies, activities planning and identification of materials needed. Information gathered through tutoring and staff meetings are used to develop corrective and tutoring strategies. Tutors meet with their tutees on a regular basis. All efforts are made to maintain continuity from session to session, week to week and even semester to semester when possible, since the relationship between tutor and tutee is considered very important. Detailed Tutee's Activities Logs are kept for each student specifying the focus of the session, activities and materials used, problems and improvements observed and suggestions for subsequent tutoring sessions. These logs allow for close monitoring of students' progress as well as for further detection of problems which may not have been identified by the Survey. They also serve as a guide to maintain continuity from one session to the next, even when a tutor is absent or a tutee has to be reassigned. The logs also provide the TESL professional with a tool to monitor both tutor and tutee progress beyond direct observation of tutoring sessions.

THE SURVEY

10

THE EOPS ENGLISH SKILLS SURVEY

Description of the Survey

The EOPS English Skills Survey consists of five sections, with a total administration time of approximately one and a half hours.

Section I: Listening Comprehension is recorded on audio tape, with time allowed for student responses. Three different tasks are included in this section. The first listening task involves discrete sound discrimination. The student is provided pairs of pictures or words which represent minimal pairs, and is asked to identify the picture or word which corresponds to the word that is heard. In the second task, for each question, the student sees a set of four pictures and hears a sentence which represents the content of one of the pictures. The student must identify the picture which corresponds to the content of the sentence he or she has heard. In the third task, the student listens to two recorded passages and answers multiple-choice comprehension questions which involve the retrieval of explicit or implicit information.

Section II: Oral Production consists of four tasks. In the first task, the student must read a set of minimal pairs which are often problematic for ESL learners. In the second, the student reads sentences which involve problematic consonant clusters or alternation of sounds. The third and fourth tasks are guided speech samples based on incomplete sentence cues or a picture cue. The incomplete sentence cues are intended to elicit a variety of verb tenses, while the picture cue is intended to elicit a speech sample in a less structured situation.

Section III: Reading Comprehension and Vocabulary consists of multiple-choice and true-false comprehension and vocabulary questions based on three reading passages of increasing difficulty.

Section IV: Structure and Usage consists of 34 completion items and 14 binary-choice items, which assess the student's ability to produce or identify the correct forms of specific grammatical structures presented in restricted environments.

Section V: Written Expression requires the student to generate a piece of writing approximately 200 words in length, addressing one of several suggested descriptive topics.

The Purpose of the EOPS English Skills Survey

The EOPS English Skills Survey is not a placement test. It is designed to be administered to community college students whose language of origin is other than English, but who must nonetheless function in this native-speaker academic environment. Although the Survey includes several integrated language tasks, such as describing to an interviewer the activities seen in a drawing or identifying the meaning of vocabulary in context, the Survey does not measure a student's communicative competence.

The purpose of the Survey is to estimate a student's ability to perform specific tasks. The EOPS English Skills Profile, the record of a student's Survey performance, provides information about the student's ability to perform the specific tasks, and is used by a TESL professional to make instructional recommendations to tutors. These recommendations are often as finite as the tasks themselves, and focus on areas of instruction such as the discrimination of particular minimal pairs, the production of particular vowels and consonants or consonant clusters, and the nature and appropriateness of various grammatical structures in certain contexts. Although the tutors do receive instructional recommendations which deal with broader, more integrated language instruction, the EOPS English Skills Survey is not designed to provide estimates of a student's communicative ability or overall language proficiency. Nor is the EOPS English Skills Survey Profile designed to lead directly to communicative approaches to language instruction.

EOPS ENGLISH SKILLS SURVEY ANSWER BOOKLET

SECTIONS I & II: Listening Comprehension and Oral Production

Name of Student _____

Date _____

Administered by _____

Tape No._____

Office Use Only

Listening Comprehension

A._____

B._____

C. I._____

II._____

Oral Production

A. Minimal Pairs_____

B. Consonant Clusters_____

C. Guided Interview for vocabulary and structure_____

D. Guided spontaneous speech sample_____

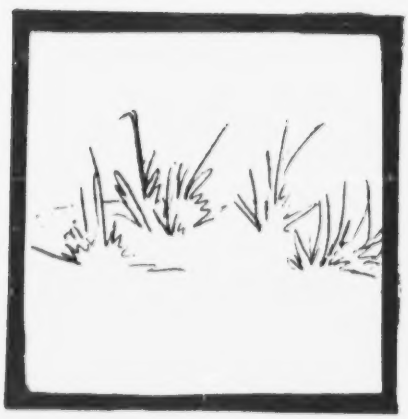
Section I: Listening Comprehension

A.

INSTRUCTIONS: Listen to the word. Circle the letter which corresponds to the picture.

EXAMPLE:

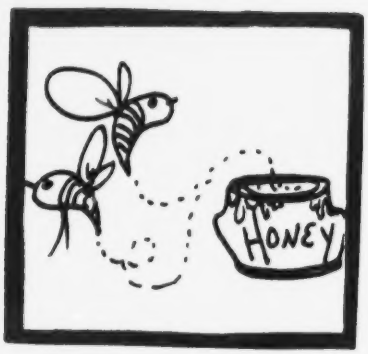
(a.)



b.

1.

a.



b.

2.

a.

b.

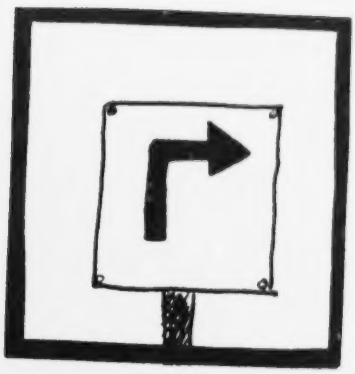
3.

a.

b.

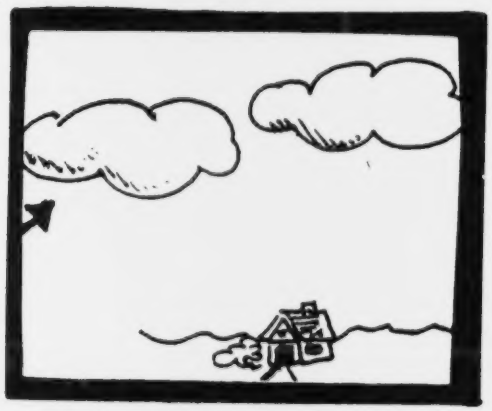
4.

a.



b.

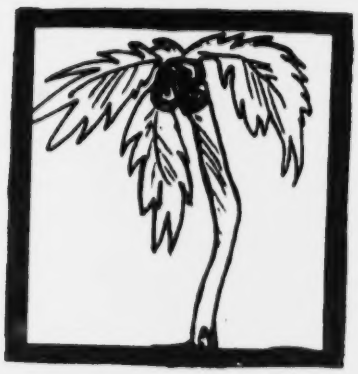
5.



a.

b.

6.



a.

b.

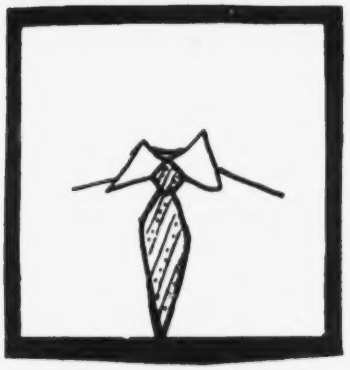
7.

a.

b.

8.

a.



b.

9.

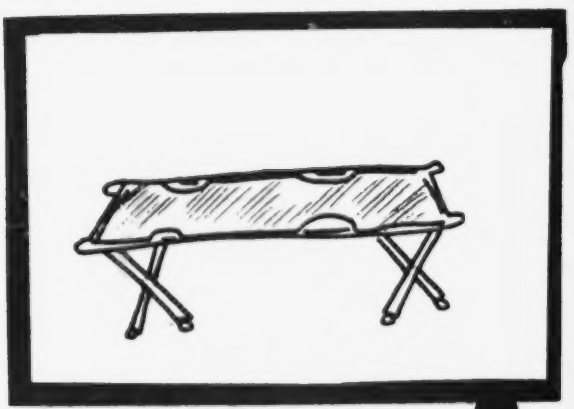
a.

b.

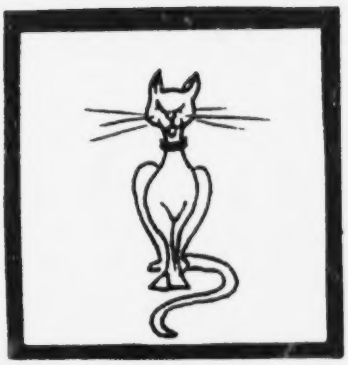
10

a.

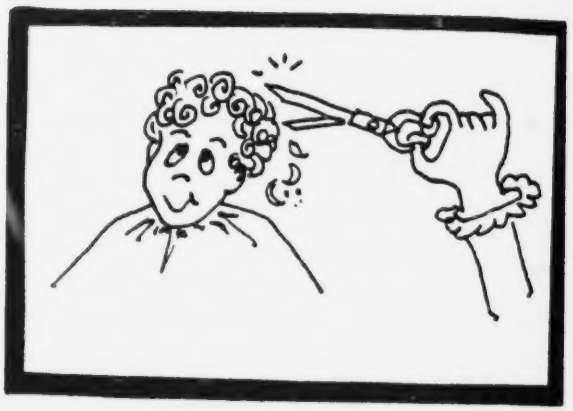
b.



11.



a.



b.

12.

a.

b.

INSTRUCTIONS: Circle the letter which coincides with the word you hear.

13.

a. joke b. choke

14.

a. vent b. bent

15.

a. pit b. fit

16.

a. wish b. which

17.

a. sin b. sing

18.

a. jet b. yet

19.

a. pull b. pool

20.

a. pen b. pan

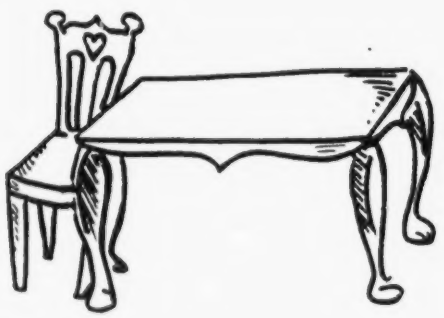
B.

INSTRUCTIONS: Circle the letter of the picture which matches each sentence you hear

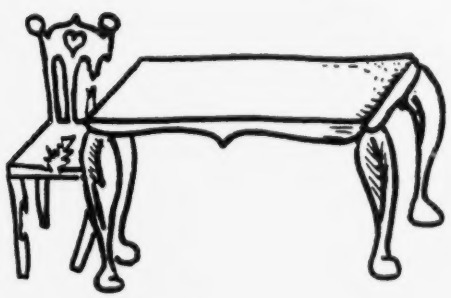
21.

a.

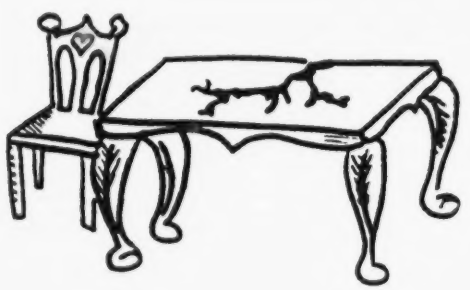
c.



b.



d.



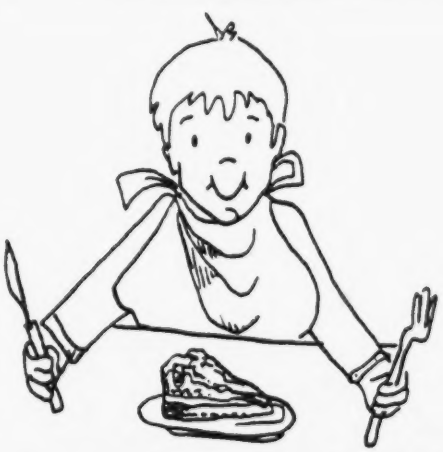
22.

a.

b.

c.

d.



23.

a.

c.

b.

d.

24.

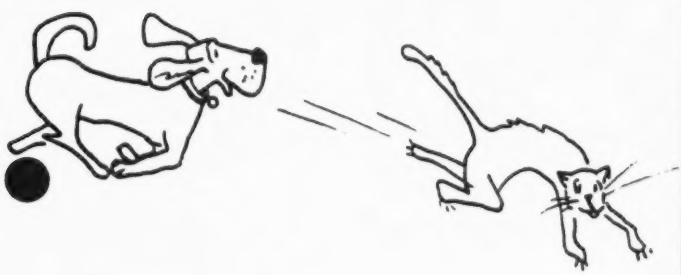
a.

c.

b.

d.

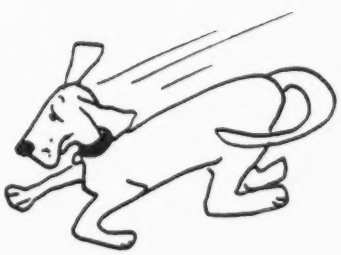
25.



a.

c.

b.



d.

26.

a.

Buy 1 get 1 FREE!
Sale's
Sales
fishing equip

c.

Sale on all inventory types

b.

d.

25

27

a.

c.

b.

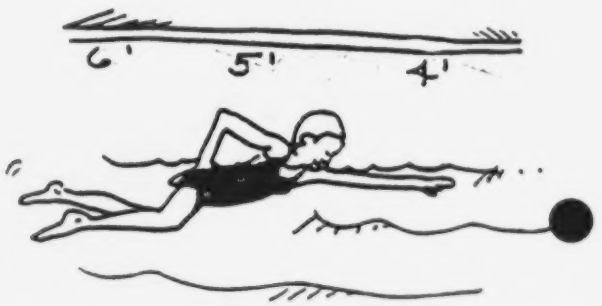
d.

26

28.

a.

c.



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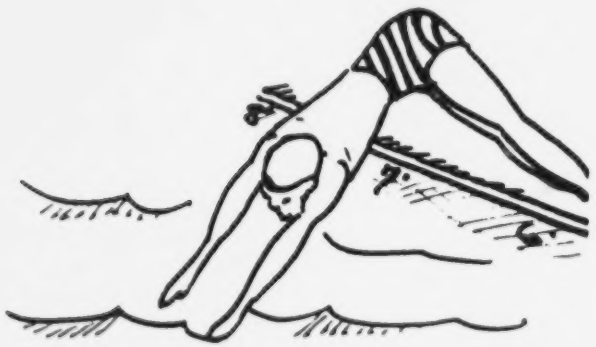

d.

27

C.

INSTRUCTIONS: Listen first.

I. Listen to the questions for passage 1. Listen to the passage. Answer the questions after listening to the passage.

29. When does the last show start?
    a. 10:00
    b. 12:30
    c. 5:20
    d. 4:50

30. How much does an adult ticket cost?
    a. $3.50
    b. $3.00
    c. $4.50
    d. $5.00

31. When does the theater open?
    a. at 4:45
    b. at 10:00
    c. at 12:30
    d. at 12:00

32. Where is the theatre located.
    a. in Woodland Hills
    b. in Granada Hills
    c. in Beverly Hills
    d. in Ballard Hills

II. Listen to the questions for Passage 2. Listen to the passage. Answer the questions after listening to the passage.

33. When did the most recent attempt to kill General Smith occur?
    a. On July 29, 1986
    b. Thirteen years ago
    c. Sunday evening at about 6:40 p.m.
    d. in 1975

34. How many people were killed in the attempt?
    a. 5
    b. 15
    c. 40
    d. 10

35. What happened to General Smith as a result of the attack?
    a. He was badly hurt and may die.
    b. He was hurt on one hand.
    c. He was not wounded.
    d. He was killed immediately.

36. According to the government spokesman who was responsible for the attack?
    a. Martin Livingston
    b. the president's body guards
    c. the military escort
    d. guerrillas

Section II: Oral Production

A.

lick - leak	wife - wipe
bath - bat	bet - pet
thank - tank	very -berry
collect - correct	jam - yam
watch - wash	so - sown
full - fool	thin - thing

B.

1. Here is a tack. Put it on the map.
2. I heard you have a job at the Post Office.
3. The judge wore a long robe.
4. The sheets of paper were torn into bits and pieces.
5. Yesterday at the auction several art works sold for very high prices.
6. The row of trees looked splendid in the late afternoon light.
7. He found out the hard way how much he really loved her.
8. In the worst fireworks accident in years the house burned to the ground. Very few things seemed worth keeping.
9. She thinks this street is supposed to be fixed last. She had hoped it would be the first.
10. They decided to ask the man to put a clasp to hold the parts together but they had to do it themselves.

C.

EXAMPLE: I have lived in the United States.....

1. When I was a child.....

2. Now that I am in the U.S.....

3. When I graduate.....

4. (choose one)
   If I had not started college.....

   If I had not left my country.....

5. If I won a million dollars in the lottery.....

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EOPS ENGLISH SKILLS SURVEY ANSWER BOOKLET
SECTIONS III, IV & V: Reading Comprehension and Vocabulary,
Structure and Usage, Written expression

Name of Student_____

Date_____

Administered by_____

For Office Use Only

Reading Comprehension and Vocabulary

A._____

B._____

C._____

Structure and Usage

A._____

B._____

C._____

D._____

E._____

Written Expression _____

SECTION III: Reading Comprehension and Vocabulary

DIRECTIONS: Read each of the following passages and complete each task as directed.

A. Bird-watching is a popular modern hobby. People who practice bird-watching observe birds in their natural environment. They identify each type of bird and record the place and time of observation. One of the great appeals of bird-watching is that it is a relatively inexpensive activity. It only requires a pair of binoculars, a field book to help in identification and a notebook. It is relaxing and does not require much travel or physical effort. Bird-watching can be done in one's own back yard or neighborhood, a city park or any other open space where birds come to feed and drink. There are many bird-watching societies and they frequently organize trips for both beginners and experienced bird watchers. Bird watchers often compete with each other over the number of birds they have observed in a day, in a year or in their lifetime. For many, bird-watching is just a sport or a game, but observation lists provided by serious bird watchers help scientists learn more about the behavior of various types of birds.

Circle the letter of the word or phrase which best completes the sentence.

1. Bird watchers_____.
   a. observe birds at zoos
   b. observe birds in a natural environment
   c. hunt and kill birds
   d. sell inexpensive birds in city parks

2. Bird-watching is popular because it_____.
   a. requires travel
   b. requires fancy equipment
   c. is dangerous
   d. is inexpensive

3. It is not necessary for bird watchers to travel because birds_____.
   a. can be found near one's home
   b. always migrate in patterns
   c. can be observed in zoos
   d. always behave in the same manner

4. Scientists use bird watchers' observation lists to_____.
   a. win competitions
   b. learn more about bird behavior
   c. organize trips for beginning bird watchers
   d. relax

B. Forest fires are no longer considered uniformly bad. Natural forest fires, started by lightening, have been found to be controllable and beneficial. Fires that burn close to private or commercial forests and homes are still put out as quickly as possible, but some fires occurring in wilderness areas are now allowed to burn. The fires are closely watched and controlled, but they are not put out. These natural fires do not destroy forests permanently. They burn the existing trees, but new trees of different species quickly replace the old ones. Fires improve the soil and are the only way that some trees can release their seeds. The new trees grow quickly because they have more room and improved soil. The new species are often more fire-resistant than those they replaced. Lightening-caused fires are part of a forest's life cycle and lead to healthy, beautiful forests in wilderness areas.

Circle the T if the statement is true, circle the F if the statement is false.

T F 5. All lightening-caused forest fires are allowed to burn until they go out naturally.

T F 6. Forest fires destroy the existing trees.

T F 7. Fires release the seeds of some trees.

Circle the letter of the word or phrase which best completes the sentence.

8. The new trees are healthier than the original trees because fires_____.

   a. make the soil better
   b. grow quickly in the wilderness
   c. can be closely watched
   d. are controllable

9. Fires in wilderness areas are_____.

   a. considered uniformly dangerous
   b. allowed to burn close to commercial forest
   c. put out as quickly as possible
   d. considered part of a forest's life cycle

10. The word closest in meaning to beneficial is_____.

a. helpless
b. helpful
c. harmless
d. harmful

11. The word closest in meaning to species is_____.

a. heights
b. forests
c. varieties
d. areas

C. Although nearly infinite shades of meaning can be read into a face, two scientists, Paul Ekman and Carroll Izard, have conducted research to determine whether any facial expressions have the same meaning to observers regardless of their cultural background. Ekman, who was originally skeptical, and Izard, who was not, used photographs of facial expressions that a large number of people in the United States agreed showed only one simple emotion. Ekman and Izard discovered that literate people in Europe, South America, Africa and Japan gave the same response as found here. They then showed the photographs to tribespeople in Borneo and New Guinea who did not read or write and who had never watched television or listened to a radio. The tribespeople judged the faces in the same way as the others did. Each culture had different words to label the emotions, but all appeared to associate the same expressions with the same feelings. Around the world, brows lowered and drawn together and a wrinkled nose signal disgust. Fear, happiness, sadness and surprise also appear to be universal expressions.

Once Ekman and Izard had identified these universal expressions, they spent the next years videotaping and analyzing thousands of faces. They developed a technique for analyzing the face which is based on the underlying muscles. They found and mapped 44 muscles of the face and assigned each muscle a number. Ekman, who has continued this research alone, spent many years with a mirror learning which muscles are used to form what expressions. He believes he has found more than 10,000 possible expressions and has assigned numbers to certain expressions. For example, a grin like that of Charlie Chaplin is a 13. Only one expression has no number. This expression is one in which there is no evident muscular contraction. It is a neutral face, a deadpan or poker-face expression.

Circle the T if the statement is true, circle the F if the statement is false.

T F 12. Ekman and Izard decided to work together because they agreed that some expressions were universal.

T F 13. Ekman and Izard found no difference in the manner that literate and illiterate people judged the photographed expressions.

T F 14. Ekman and Izard found that all the cultures they studied had the same words and feelings for each expression.

Circle the letter of the word or phrase which best completes the sentence.

15. The first step in Ekman and Izard's research involved_____

a. finding as many universal expressions as possible
b. identifying photographs which showed one emotion
c. interviewing people in Europe, South America, Africa and Japan
d. finding tribespeople to judge the universal expressions

16. Ekman studied his own face to determine_____

a. how to express the universal emotion of surprise
b. how to assign numbers to all the facial muscles
c. when to create a neutral expression
d. which muscles were contracted to form certain expressions

17. A poker-face expression has no number because_____

a. there are too many muscles involved
b. there is no muscular contraction
c. it is impossible for most people to create
d. it is not a universal expression

18. The phrase which best defines literate is_____

a. having access to media
b. able to read and write
c. having similar emotions
d. able to express feelings

19. The word or phrase which best defines judged is _____

a. remembered
b. photographed
c. discovered
d. evaluated

20. The word or phrase which best defines universal is _____

a. different for all
b. diverse
c. common to all
d. huge

21. The word or phrase which best defines assigned is _____

a. drew
b. contracted
c. gave
d. designed

22. The word or phrase which best defines neutral is_____

a. having no expression
b. having no muscles
c. grinning
d. surprising

SECTION IV: STRUCTURE AND USAGE

A. DIRECTIONS: Change each sentence to a question. Make all the necessary changes.

EXAMPLE:

Mark and Mary left home at 10:00.

Did Mark and Mary leave home at 10:00?

1. Sheila should submit her paper now.

_____her paper now?

2. They are graduating this spring.

_____this spring?

3. Chuck drives a big 4-wheel drive pickup.

_____a big 4-wheel drive pickup?

4. David flew to Las Vegas for a conference.

_____to Las Vegas for a conference?

5. The children stop to play in the park near their house.

_____to play in the park near their house?

****

EXAMPLE 2:

She has worked for U.S. Steel since 1973.

How long *has she worked* for U.S. Steel?

6. Jeff rents a car on weekends because he likes to drive in the country

Why_____on weekends?

7. Jane's friends are buying an IBM clone computer.

What kind of computer _____?

8. Dr. Moler must turn in the student' grades next week.

When _____the students' grades?

9. Emily dyed her hair blonde with pink highlights.

What color _____her hair?

10. The nurses have decided to go on strike.

What _____to do?

B. DIRECTIONS: Make each sentence negative. Make all necessary changes.

EXAMPLE:

The members of the Student Advisory Board meet twice a month.

The members of the Advisory Board do not meet twice a month.

11. Mr. Erickson wants to keep copies of his students' papers.

Mr Erickson _____ to keep copies of his students' papers.

12. Bob's new satellite can pick up 100 hundred channels.

Bob's new satellite _____ 100 hundred channels.

13. They have lived in their apartment for six years.

They _____ in their apartment for six years.

14. The actors went on strike last week.

The actors _____ on strike last week.

15. The computer operators were taking a break.

The computer operators _____ a break.

C. DIRECTIONS: Complete each sentence using the best form of the provided word.

EXAMPLE:

play Frank is very active. He always *plays* tennis twice a day.

go 16. Bob and Susan have a cabin on a lake. Every weekend they _____ there to relax.

fall 17. Susan is an excellent waterskier. She can do a lot of tricks and rarely _____.

study 18. John is a serious student. In fact, he _____ now.

buy 19. Tom is very happy with the car he _____ last year.

discuss 20. We have very few questions about our activities this afternoon because we _____ them thoroughly last night.

teach 21. Allison _____ a computer graphics course for almost ten years.

have 22. I heard that Steve and Peggy _____ a New Year's Eve party at their house next year.

win 23. Our football team is becoming stronger. We believe the team _____ most of the fames next year.

find 24. Melinda has always liked the color blue. She would have bought a blue car if she _____ one she

could afford.

want 25. Ray would teach an extra class next semester if the university _____ him to.

take 26. If Harry_____ the 8:00 am train, he would arrive at his office before 9:00.

check 27. Jack hurt his knee when he went skiing last spring. The ski patrol told him the accident was his fault. He probably wouldn't have hurt himself if he _____ his ski bindings.

give 28. We'll deliver the pizza to your room if you _____ us clear directions.

D. DIRECTIONS: Complete each sentence using the best form of the provided word.

EXAMPLE: John is 6 feet tall. His brother is 5 feet 8 inches tall.

tall John is taller than his brother.

interesting 29. Mary enjoys watching movies on TV but she rarely watches weekly shows. She thinks movies are _____ the serials.

good 30. Jeff got his first role in a play at the local theater. He is improving very rapidly. His performance today was _____ his performance last week.

high 31. Vic is a mountain climber. Last summer he climbed Mt. McKinley in Alaska. He was very proud of himself because it is _____ in Alaska and the climb is very challenging.

important 32. Ken and Michelle like winter sports very much. For them the Winter Olympics are _____ anything else.

bad 33. Mark woke up late and missed his bus. His boss got angry because Mark wasn't there on time and fired him. Mark is sure it is _____ day he has ever had.

E. DIRECTIONS: Circle the word or phrase which best completes the sentence.

34. Jane was excited/exciting about the idea of taking the summer off and going to Europe.

35. Many people think physics is difficult and bored/boring, but others are very stimulated/stimulating by that science.

36. I don't expect you to say/tell me everything that you do, but you should call me when you know that you are going to be late.

37. If you promise not to say/tell anyone else, I'll let you know exactly when the president is going to arrive.

38. Mark should be careful about what he says/tells to his opponents.

39. Kate and Allie has been on TV for/since three years.

40. It has been a long time for/since we have had so much fun.

41. Pat has worked in the same office for/since 1981.

42. Fred hasn't received his registration card yet/still.

43. Greg and his brother yet/still like to play baseball on Saturday.

44. The mechanic who/which examined my car was very efficient.

45. Dr. Enders is the physician that/which I recommend for that problem.

46. He should be congratulated for to do/doing so well in his exam.

47. Janet keeps on to try/trying to understand her philosophy professor.

SECTION V: Written expression

Directions: Choose one of the topics listed below and write a short composition about it. Limit 20 minutes or 200 words.

1) Describe an interesting person you have met recently.
2) Write about some interesting place you have visited.
3) Describe some important aspects about your home country: the weather, places to visit, transportation, arts, etc.
4) Describe a wedding ceremony or a party you have attended.

EOPS ENGLISH SKILLS SURVEY PROFILE

Name of Student _____

Date _____

Administered by _____

Tape No._____

Completed

Listening Comprehension_____

Oral Production_____

Reading Comprehension and Vocabulary _____

Structure and Usage _____

Written Expression _____

EES SURVEY LISTENING COMPREHENSION PROFILE

TASK	Produced	Expected	+/-	Comments
1. initial p/b	1. / /	a. /p/		
2. final p/b	2. / /	b. /b/		
3. final k/g	3. / /	a. /k/		
4. initial l/r	4. / /	a. /l/		
5. initial kl/kr	5. / /	b. /kr/		
6. initial tr/θr	6. / /	b. /θr/		
7. final t/θ	7. / /	a. /t/		
8. final ɸ/r	8. / /	b. /r/		
9. i/I	9. / /	a. /I/		
10. ʌ/ɔ	10. / /	b. /ɔ/		
11. æ/ʌ	11. / /	b. /ʌ/		
12. final l/n	12. / /	a. /l/		
13. dʒ/tʃ	13. / /	a. /dʒ/		
14. initial v/b	14. / /	b. /b/		
15. initial p/f	15. / /	b. /f/		
16. final ʃ/tʃ	16. / /	a. /ʃ/		
17. final n/ŋ	17. / /	a. /n/		
18. initial dʒ/j	18. / /	a. /dʒ/		
19. ʊ/u	19. / /	b. /u/		
20. e/æ	20. / /	b. /æ/		
21. preposition	21.	b		
22. past tense	22.	c		
23. neither...nor	23.	c		
24. sequence of events	24.	a		
25. passive	25.	d		
26. past tense	26.	b		
27. passive	27.	d		
28. neither...nor	28.	a		

Summary:

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EES SURVEY LISTENING COMPREHENSION PROFILE

TASK	Produced	Expected	+/-	Comments
Retrieval of explicitly stated times and numbers requested in questions heard before the passage, a short public announcement of general interest.	29. 30. 31. 32.	a c d c		
TOTAL: /4 INTERPRETATION 3-4 Was able to retrieve times/numbers 2 Had difficulty retrieving times/numbers 0-1 Was not able to retrieve times/numbers				
Retrieval of explicit and implicit information from a news report which might be broadcast on radio or TV.	33. 34. 35. 36.	c a b d		
TOTAL: /4 INTERPRETATION 3-4 Was able to retrieve explicit and implicit information 2 Had difficulty retrieving explicit/implicit information 0-1 Was not able to retrieve explicit/implicit information				
Summary:				

EES SURVEY ORAL PRODUCTION PROFILE

TASK	Produced	Expected	+/-	Comments
Minimal Pairs				
1. i/I		i/I		
2. final θ/t		θ/t		
3. initial θ/t		θ/t		
4. l/r		l/r		
5. final tʃ/ʃ		tʃ/ʃ		
6. ʊ/u		ʊ/u		
7. final f/p		f/p		
8. initial b/p		b/p		
9. initial v/b		v/b		
10. initial dʒ/j		dʒ/j		
11. final n/ø		n/ø		
12. final n/ŋ		n/ŋ		
13. alternation p/t/k		p/t/k		
final z		z		
14. final rd		rd		
alternation b/v		b/v		
alternation p/f		p/f		
15. initial/final dʒ		dʒ		
alternation l/r		l/r		
16. alternation b/p		b/p		
alternation i/I		i/I		
17. medial kʃ		kʃ		
final rt		rt		
final rks		rks		
final ld		ld		
18. initial tr		tr		
final kt		kt		
initial spl		spl		
medial ft		ft		
19. final nd		nd		
final rd		rd		
final tʃ		tʃ		
final vd		vd		
20. final rst		rst		
final rks		rks		
final rnd (rnt)		rnd (rnt)		
final ŋz		ŋz		
final rθ		rθ		
21. final ŋks		ŋks		
initial str		str		
final zd		zd		
final kst		kst		
final st		st		
final pt		pt		
22. final sk		sk		
final sp		sp		
final ld		ld		
final rts		rts		
final lvz		lvz		

Summary:

EES SURVEY ORAL PRODUCTION PROFILE

Sentence Completion TASK	Produced	Expected	+/-	Comments
1. When I was a child...		past		
2. Now that I am in the United States...		present		
3. After I graduate...		future		
4. If I had not...		modal perfect		
5. If I won a million dollars...		would/could + verb		
Summary:				

EES SURVEY ORAL PRODUCTION PROFILE

Picnic Task Grammar	Required (yes or no)	Produced	Comments
o - simple present 3rd person singular	/ / / /		
o - present progressive	/ /		
o - there is there are	/ / / /		
o - transitions	/ /		
o - present perfect 3rd person	/ / / /		
o - I would like	/ /		
o -	/ /		

Grammar:
- o - produced grammatical structures which were generally adequate and correct, although random errors occured
- o - seemed to have difficulty producing structures of the task; many random and systematic errors
- o - was unable to produce structures required by the task

Content:
- o - seemed at ease speaking English; performance of task was coherent; amount of speech was appropriate
- o - had difficulty performing task and using allowed time, seemed uncomfortable speaking English
- o - was unable to perform task, seemed very ill-at-ease

Vocabulary choice/variety:
- o - adequate and appropriate for task
- o - limited, but did not prevent performance of task
- o - limited, seemed to inhibit performance of task

Rate of speech:
- o - normal for a college-level fluent speaker of English
- o - moderate
- o - slow

Can be understood by a fluent speaker of English accustomed to interaction with non-native speakers:
- o - with ease
- o - with concentration
- o - with difficulty

Summary:

EES SURVEY READING COMPREHENSION AND VOCABULARY PROFILE

TASK	Produced	Correct Response	+/-	Comments
Retrieval of explicitly stated information from a passage 150-175 words in length which contains simple grammar and simple vocabulary or vocabulary clearly defined in context. Topic is of general interest.	1. 2. 3. 4.	b d a b		
TOTAL: 4/4 INTERPRETATION 3-4 Was able to retrieve explicit information 2 Had difficulty retrieving explicit information 0-1 Was unable to retrieve explicit information				
Retrieval of explicitly and implicitly stated information and comprehension of vocalulary in context from a passage 150-175 words in length which contains some complex grammar such as passive voice. Topic is of general interest.	5. 6. 7. 8. 9. 10. 11.	F T T a d b c		
TOTAL: 7/7 INTERPRETATION 5-7 Was able to retrieve explicit and implicit information and understand vocab in context 2-4 Had difficulty retrieving explicit and implicit information and understanding vocab in context 0-1 Was unable to retrieve explicit and implicit information and understand vocab in context				
Retrieval of explicitly and implicitly stated information and comprehension of vocabulary in context from a passage approximately 300 words in length such as might appear in a lay-journal on a semi-technical subject.	12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22.	F T F b d b b d c c a		
TOTAL: 11/11 INTERPRETATION 7-11 Was able to retrieve explicit and implicit information and understand vocab in context 3-6 Had difficulty retrieving explicit and implicit information and understanding vocab in context 0-2 Was unable to retrieve explicit and implicit information and understand vocab in context				
Summary:				

EES SURVEY STRUCTURE AND USAGE PROFILE

TASK	Produced	Expected Response	+/-	Comments
Question Formation				
1. modal		should-s-v		
2. pres. progr.		are-s-v		
3. 3rd per. present		does-s-v		
4. past irreg.		did-s-v		
5. present		do-s-v		
6. 3rd per. present		does-s-v		
7. pres. progr.		are-s-v		
8. modal		must-s-v		
9. past reg.		did-s-v		
10. pres. perf.		have-s-v		
Negation				
11. 3rd per. present		does-not-v		
12. modal		cannot-v		
13. pres perf		have-not-v		
14. past irreg.		did-not-v		
15. past progr.		were-not-v		
Verb Tense				
16. present		go		
17. 3rd pers. present		falls		
18. pres. progr.		is studying		
19. past		bought		
20. past		discussed		
21. pres. perf.		has taught		
		taught		
		has been teaching		
22. future		will have		
		are going to have		
		are having		
23. future		will win		
		is going to win		
24. unreal past cond.		had found		
		found		
25. present unreal cond.		wanted		
26. present unreal cond.		took		
27. unreal past cond.		had checked		
		checked		
28. present real cond.		give		
Comparative/Superlative				
29. long /comparative		more interesting than		
30. irreg./comparative		better than		
31. short/superlative		the highest		
32. long/comparative		more important than		
33. irreg./superlative		the worst		

EES SURVEY STRUCTURE AND USAGE PROFILE

34. ed/ing	ed
35. ed/ing	ing
ed/ing	ed
36. say/tell	tell
37. say/tell	tell
38. say/tell	says
39. for/since	for
40. for/since	since
41. for/since	since
42. yet/still	yet
43. yet/still	still
44. who/which	who
45. that/which	that
46. to do/doing	doing
47. to try/trying	trying

Summary:

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EES SURVEY WRITTEN EXPRESSION PROFILE

The writing sample is:

- o - clear, coherent and unified; easily understood by a reader accustomed to the work of non-native writers (NNW) of English.
- o - comprehensible to a reader accustomed to the work of NNW of English. Organizational errors, grammatical errors or errors in vocabulary usage may force the reader to guess the meaning or appropriacy of several phrases; however, if these errors were corrected, the writing sample would be clear.
- o - vague and disjointed; unclear to a reader accustomed to the work of NNW of English.

The writing sample has:

- o - a clear, appropriate topic sentence.
- o - no topic sentence, but evidence of a plan.
- o - no topic sentence and little or no evidence of a plan.

The writing sample has:

- o - supporting points which are well-developed and presented in a logical order; there is no irrelevant information.
- o - some supporting details, but the ideas may not be well or logically developed; there may be irrelevant information.
- o - little or no evidence of logical development; little or no evidence of a plan.

The writing sample contains:

- o - simple and compound sentences with a variety of appropriate grammatical structures, including appropriate and consistent verb tense and word order. If the writing sample contains grammatical errors, the errors do not interfere with the comprehension of a reader accustomed to the work of NNW of English.
- o - simple sentences and a variety of appropriate grammatical structures. Verb tense usage and word order are systematic and consistent, but perhaps inaccurate. There are random and/or systematic errors in basic and more complex grammatical structures. These errors do not prevent a reader accustomed to the work of NNW of English from understanding the content of the phrases or sentences which contain these errors.
- o - simple sentences and may contain sentence fragments or run-on sentences. Verb tense usage and word order is inconsistent. There are numerous grammatical errors some of which inhibit the understanding of a reader accustomed to the work of NNW of English.

EES SURVEY WRITTEN EXPRESSION PROFILE

The vocabulary used in the writing sample is:

- o - varied, appropriate and generally accurate.
- o - generally accurate and appropriate, although there is not great variety and there may be word choice errors.
- o - basic and seems inadequate for performance of the task.

The writer's spelling is:

- o - generally accurate with only a few minor errors.
- o - generally accurate although errors may inhibit a reader accustomed to the work of NNW of English from understanding the content of <u>all</u> phrases and sentences.
- o - weak. There are many errors which interfere with the comprehension of a reader accustomed to the work of NNW of English.

The writer's handwriting is:

- o - legible.
- o - illegible.

Summary:

INSTRUCTIONS FOR ADMINISTRATION OF THE ENGLISH SKILLS SURVEY

WARNING: NO SECTION OF THE SURVEY, THE ANSWER BOOKLET OR THE PROFILE SHOULD BE USED BY UNAUTHORIZED PERSONNEL. The EOPS English Skills Survey should be used only under the supervision of a TESL professional who has carefully reviewed the description and the procedures outlined in this handbook. The EOPS English Skills Survey should not be used for purposes other than those outlined in this handbook.

The EOPS English Skills Survey can be administered by section in any particular order. Sections I, III, IV and V can be administered by a non-professional in their totality, as can the first three tasks of Section II. The last task of Section II, "the picnic task," requires expert guidance to be of any use, and should be omitted if the administrator has no experience in elicitation of speech samples. A quality tape recorder, good quality tapes and copies of the EOPS English Skills Survey Answer Booklet are necessary. ALL RECORDS SHOULD BE KEPT STRICTLY CONFIDENTIAL. While students should have access to the results of the EOPS English Skills Survey Profile in the form of a discussion, NO PORTIONS OF THE Survey, THE ANSWER BOOKLET, OR THE PROFILE SHOULD BE ALLOWED TO CIRCULATE AMONG UNAUTHORIZED PERSONS.

Those who are about to take the Survey should be informed that IT IS NOT A TEST and that IT WILL NOT PROVIDE A SCORE. They should be informed that the Survey provides only a DESCRIPTION of their various skills in English and that it cannot be used to label them in any way.

The administrator should provide each student taking the Survey with a pencil if necessary and the student's answer booklet. If the student has not completed the information requested on the cover of the answer booklet, the administrator should ask the student to do so, and check to see that all the information is complete and correct.

Section I, Listening Comprehension, takes only 13 minutes. It can be administered to students in a group or individually. For this task, the use of a language lab or a quality tape player and earphones is highly desirable to ensure sound quality and avoid distracting noises. In the absence of such luxuries, a regular tape recorder and a relatively quiet place will do.

After making sure that the student has filled all the information requested on the cover of the answer booklet, the administrator should set the Section I: Listening Comprehension cassette at the beginning of the tape and should direct the student to the example question on the first page. When the

student is ready to begin, the administrator can start the tape. The tape need not be stopped until the end of the section, unless the student taking the Survey encounters difficulty following the page and question numbers.

The administrator should make sure at all times that the student has the appropriate pages of the Answer Booklet. He/she should also monitor each student to make sure that the tasks are properly understood and that answers are given in the appropriate pages. We have found out that such monitoring is necessary to prevent the need to administer the Survey twice.

Section II, Oral Production, takes about fifteen minutes. This section requires a quality tape recorder and good quality tapes. All equipment should be tested prior to administering the Survey to each student. The administrator should record his/her name, the name of the student, the name of the Survey section and the date, before proceeding with the recording. This can be used to test the equipment and make sure that the tape is audible. Ideally, one tape should be used for each student. To ensure quality and avoid unnecessary loss of records (in case a tape breaks) we recommend short tapes.

Each tape should be carefully labelled, numbered and kept in a long-term file for further reference. The number of the tape, the side and the number on the tape recorder counter should be indicated on the Answer Booklet to facilitate retrieval (Nothing is more frustrating than searching for a lost recording in some unknown section of a tape!). Tapes usually provide labels which are large enough to keep track of several items recorded. If proper records are kept on each label--this should include name of student, date and number on the counter--and proper care is taken to avoid erasing previous recordings--this involves listening and testing first before any recording is made--it is possible to accommodate several students' records on one tape.

If, as is often the case, the Survey is administered by different people at different times, we recommend that tapes be allocated to each administrator separately to facilitate orderly recording. To facilitate later processing, once recording has started it should not be interrupted. In addition, for tasks three and four, it is imperative that all the administrator's prompts and the student's responses be recorded. Even if the student takes a long time from task to task or within a task, it is better to use up a little more tape than to distort the recording by turning the recorder on and off.

The student should be instructed to speak into the microphone, to speak loudly enough (students are often shy) and to speak slowly and clearly. The performance of each task should be carefully monitored to make sure the student observes the proper order and understands the instructions.

To complete the first task, the administrator should instruct the student to read each of the pairs of words. The administrator should give no clues or hints about the pronunciation of the words, but may give the student encouragement if the student appears uneasy. If the student gives up despite encouragement, the administrator should move to the next task.

To complete the second task, the administrator should instruct the student to read each of the ten sentences. As above, if the student appears very ill at ease or gives up, the administrator should move to the next task.

To complete the third task, the administrator should explain to the student that he/she will have to complete five sentences and that he/she can take a few moments to think about each one. Pointing to the practice example, the administrator should try to elicit a complete sentence with, "I have lived in the United States..." to make sure that the student understands the task. Then the administrator can direct the student to begin with number one. When the student has completed all five sentences the administrator should stop if not experienced in the elicitation of speech. If the administrator is experienced in the elicitation of speech samples and familiar with the administration procedures, the administrator may proceed to task four.

To perform the fourth task, the student will use the Picnic Picture. The administrator should say: "In this section, you will describe what you see in the picture. Take a minute to look at the picture." The student should be allowed 60 seconds to look at the picture. Then the administrator should say: "Now describe the picture." If the student needs focus or help, the administrator may offer prompts such as the following:

> Where do you think these people are?
> What time of the year do you think it is?

Questions that can be answered with a simple "yes" or "no" should be avoided. The administrator may wish to ask the student to tell a story about some particular section of the picture, or a related personal experience. If so, questions such as the following may be asked:

Where do you like to go to have a picnic?
What is your favorite season for a picnic?
What do you take on a picnic?
Which of these things (boating, horseback riding, etc., do you know how to do)?
When, where, how did you learn to do the activity?

The student should be allowed approximately three minutes to speak, generating 15 or 20 utterances if possible. Having done so, the administrator should stop and collect the answer booklet or proceed to another section of the Survey. Once all the tasks are completed for Section II, the recording should be tested to make sure that it is audible and usable.

Sections III and IV, Reading Comprehension and Vocabulary and Structure and Usage, can be administered at the same time in groups or individually. Together the two sections take 40 to 45 minutes. Students should be instructed to do as well as they can but not to spend too much time on those items which are too difficult. Again, the administrator should make sure that the student taking the Survey understands the tasks. The student can work at his/her own pace. If a student cannot finish in 50 minutes we recommend that the session be stopped, simply because more time does not lead to a better diagnosis of strengths and weaknesses.

Section V can be administered at any time, in groups or individually. It should take no more than 20 minutes. Again, if a student cannot produce a writing sample in that length of time, the likelihood is that more time will not produce a better sample for the purposes of diagnosing strengths and weaknesses. Records for each student should be kept separately where possible or in an order which allows later processing and retrieval of materials in an efficient manner.

INSTRUCTIONS FOR THE USE OF THE EOPS ENGLISH SKILLS SURVEY PROFILE

Although certain sections of the Profile can be filled out by a non-professional, USE OF THE PROFILE SHOULD BE PERMITTED ONLY TO A TESL PROFESSIONAL who has carefully reviewed the description of the Survey and the procedures outlined in this handbook.

The EOPS English Skills Survey Profile is used to record the student's answers to the EOPS English Skills Survey, to interpret the student's performance and to provide specific instructional recommendations to a tutor, who may or may not have training or experience in ESL. Neither the Survey nor the Profile should be used to measure a student's gain from instruction or to compare students' abilities.

One section of the EOPS English Skills Survey Profile is generated for each of the five sections of the Survey. Different formats have been provided for different sections to facilitate processing and interpretation and to maximize the utility of the information yielded by the Survey. The Profile is generated by noting the student responses and comparing these to the expected responses, or by highlighting a description which best fits the student's performance on a particular task or feature of a task. The TESL professional who will interpret the Survey will need a pen, a yellow marker, and a tape player to listen to the tapes.

In this section of the manual, procedures for generating the Profile are described. From this information, instructional recommendations can be made. Sample Profiles are included at the end to illustrate how its information can be translated into instructional recommendations.

The EOPS English Skills Survey Profile provides a column to record the student's answers, one column with the correct answer or possible answers, a plus/minus column to record correct and incorrect answers, and a comments column where necessary interpretations and additional comments may be recorded. The "Comments" column is particularly useful where a pattern is observed, when an answer has doubtful validity or when an answer is suspected to indicate something which is not directly reflected in the Profile.

Special sections have been designed for interpretation of the speech samples and of the writing sample. These sections of the Profile provide criteria for analysis and interpretation of the samples.

In addition to the "Comments" column, additional space has been provided, usually labelled "Summary", for the TESL professional to provide interpretations and translate them into instructional recommendations. Here patterns can be noted, priorities can be outlined and recommendations for the tutors can be entered.

Section I: Listening Comprehension

For the first two tasks of the Listening Comprehension section, the Profile is generated by noting the student's responses in the "Produced" column and comparing each response to the expected response for that item. If the student gave the response provided in the "Expected" column, a plus (+) is marked in the "+/-" column. If the student's response does not match the expected response, a minus (-) is marked in the "+ -" column.

The person generating the Profile may record additional comments about the student's performance in the "Comments" column. A summary of the student's strengths and weaknesses in performing these two tasks should be presented in the provided area.

The student's responses for the listening comprehension passages are marked in a similar manner. There is an additional step in which the student's total for a passage is computed. The total is recorded in the "total" space and may be interpreted from the verbal descriptors which follow. The appropriate verbal descriptor should be highlighted. As with the preceding tasks, a summary of the student's strengths and weaknesses on the task should be presented in the provided area.

Section II: Oral Production

The Oral Production Profile should be generated by a TESL professional who is familiar with the Survey, has studied the Survey administration procedures, has experience using a phonetic alphabet, and has thoroughly and carefully reviewed the Profile generation procedure.

The Profile generation procedure for the Oral Production section is similar to that for the Listening Comprehension section. The critical sounds in the student's responses are noted in the "Produced" column using a phonetic representation. The expected response, the two sounds represented in a minimal pair, the alternation, or the consonant cluster is listed in the "Expected" column. The response recorded in the "Produced" column is compared to the "Expected" column. If the student gave the response provided in the "Expected" column, a plus (+) is marked in the "+/-" column. If the student's response does not match the expected response, a minus (-) is marked in the "+/-" column. The evaluator may record additional comments about the student's responses in the column entitled "Comments". A summary of the student's strengths and weaknesses on these tasks should be presented in the provided area.

The Profile for the third task in the Oral Production section of the Survey is generated in a similar fashion. Instead of attending to specified sounds or combinations of sounds, the professional who generates the Profile must note the verb from which the student produced and compare it to the expected form. For this task, it is important to pay attention to the student's particular context for correct responses other than what is presented in the "Expected" column. If the student produced alternative responses which are correct in the context created by the student, this should be properly noted in the "Summary" area. As in previous sections, if the student produced the expected form (or an appropriate form for the student's context), the student receives a plus (+) in the "+/-" column. If the student does not produce the expected response or an appropriate response, the student receives a minus (-) in the "+/-" column. The student's strengths and weaknesses are summarized in the Summary area.

The fourth task in the Oral Production section of the Survey must be administered and the Profile must be generated by a TESL professional familiar with the administration procedures and the following Profile generation process.

First, attention should be paid to the grammatical structures (simple present, present progressive, etc.) identified in the Profile. If the student's speech sample created the context for the use of a structure, a 'yes' should be recorded in the appropriate place. Whatever the student generally produced to fill these required contexts should be noted in the "Produced" column. Any additional informative or interesting contexts or structures produced by the student should be noted in the provided areas.

The speech sample should be listened to a second time to determine the best fitting, most accurate description for each of the categories listed in the Profile. The best description should be highlighted. An area in which to summarize the student's strengths and weaknesses is provided.

Section III: Reading Comprehension and Vocabulary

The Reading Comprehension and Vocabulary Profile is generated by recording the student's responses in the "Produced" column and comparing each to the entry in the "Correct Response" column. If they are the same, the student receives a plus (+) in the "+/-" column. If the produced response is not the same as the correct response the student receives a minus (-) in the "+/-" column. A total for each reading passage is computed, and the appropriate description highlighted. A summary of the student's performance should be recorded in the appropriate area.

Section IV: Structure and Usage

The Profile for Structure and Usage is produced in much the same manner as are the Profiles for other sections of the Survey. A minor difference lies in the fact that there are several correct responses for some of the structure items. For an individual item, any of these responses may be correct. However, if a pattern of responses appears which indicated that the student use an alternative correct response because he or she is not aware of other, perhaps more standard possibilities, this should be noted in the "Comments" column and the area provided for the summary. As with other sections of the Profile, whatever the student produced is recorded in the "Produced" column. If the 'Produced' entry is the same as the 'Expected Response' entry, the student receives a plus (+) in the "+/-" column. If the 'Produced' and 'Expected Response' entries are not the same, the student receives a minus (-) in the "+/-" column.

Section V: Written Expression

The person who generates the Profile and recommendations for the Written Expression section should be a TESL professional who is experienced in evaluating and/or teaching writing.

The student's writing sample should be read several times to determine the best fitting, most accurate description for each of the categories listed in the Profile. The best fitting description should be highlighted. The description does not have to match the person's performance perfectly, but should be the closest match possible. Inconsistencies between the description and the performance should be noted in the "Summary" area in addition to the strengths and weaknesses of the student's performance of this task.

Once completed, the EOPS English Skills Survey Profile becomes a representation of the student's areas of strength and weakness, and can be used as a reference to provide focus for the tutoring sessions, plan activities, select materials, and develop a short term instructional program. The professional who interprets the Survey onto the Profile should keep in mind at all times that the Survey does not provide any measures of communicative competence or of English proficiency. The Survey and the Profile are designed to provide a description of performance in definite tasks. Although the performance of such tasks may be indicative of strengths and weaknesses in areas of communicative competence and general English proficiency, neither the Survey nor the Profile is designed to allow a professional to make generalizations beyond the scope of those tasks.

SAMPLE I

EOPS ENGLISH SKILLS SURVEY PROFILE

Name of Student Margarita Gonzalez

Date 10. 8 . 86

Administered by Pat Doe

Tape No. 23 (B) : 56 ← number on counter
Number of tape ↖ side

Completed

Listening Comprehension ✓

Oral Production ✓

Reading Comprehension and Vocabulary ✓

Structure and Usage ✓

Written Expression ✓

EES SURVEY LISTENING COMPREHENSION PROFILE

TASK	Produced	Expected	+/-	Comments
1. initial p/b	1. /p/	a. /p/	+	
2. final p/b	2. /b/	b. /b/	+	
3. final k/g	3. /k/	a. /k/	+	
4. initial l/r	4. /l/	a. /l/	+	
5. initial kl/kr	5. /kr/	b. /kr/	+	Substitutions
6. initial tr/θr	6. /tr/	b. /θr/	-	tr / θr
7. final t/θ	7. /t/	a. /t/	+	
8. final Ø/r	8. /r/	b. /r/	+	
9. i/I	9. /I/	a. /I/	+	
10. ʌ/ɔ	10. /ʌ/	b. /ɔ/	-	ʌ / ɔ
11. æ/ʌ	11. /ʌ/	b. /ʌ/	+	
12. final l/n	12. /l/	a. /l/	+	
13. dʒ/tʃ	13. /dʒ/	a. /dʒ/	+	
14. initial v/b	14. /b/	b. /b/	+	
15. initial p/f	15. /f/	b. /f/	+	
16. final ʃ/tʃ	16. /ʃ/	a. /ʃ/	+	
17. final n/n	17. /n/	a. /n/	+	j / dʒ
18. initial dʒ/j	18. /j/	a. /dʒ/	-	ʊ / u
19. ʊ/u	19. /ʊ/	b. /u/	+	e / æ
20. e/æ	20. /e/	b. /æ/	-	
21. preposition	21. /ɒ/	b.	+	
22. past tense	22. /c/	c.	+	
23. neither...nor	23. /c/	c.	+	
24. sequence of events	24. /a/	a.	+	
25. passive	25. /d/	d.	+	
26. past tense	26. /ɒ/	b.	+	
27. passive	27. /d/	d.	+	
28. neither...nor	28. /a/	a.	+	

Summary: Should learn to discriminate the four pairs of sounds she missed. Substitutions are predictable for a Spanish speaker

EES SURVEY LISTENING COMPREHENSION PROFILE

TASK	Produced	Expected	+/-	Comments
Retrieval of explicitly stated times and numbers requested in questions heard before the passage, a short public announcement of general interest.	29. b 30. c 31. d 32. c	a. c. d. c.	- + + +	
TOTAL: 3/4 INTERPRETATION (3-4) Was able to retrieve times/numbers 2 Had difficulty retrieving times/numbers 0-1 Was not able to retrieve times/numbers				
Retrieval of explicit and implicit information from a news report which might be broadcast on radio or TV.	33. b 34. d 35. b 36. d	c. a. b. d.	- - + +	
TOTAL: 2/4 INTERPRETATION 3-4 Was able to retrieve explicit and implicit information (2) Had difficulty retrieving explicit/implicit information 0-1 Was not able to retrieve explicit/implicit information				
Summary: Can benefit from listening comprehension exercises, especially for longer utterances. Can benefit from working with Yoshi goes to New York, Twentieth Century News and Connections - Another option is to use reading comprehension for general comprehension and vocabulary building				

EES SURVEY ORAL PRODUCTION PROFILE

TASK	Produced	Expected	+/-	Comments
Minimal Pairs				substitutions
1. i/I	i/e	i/I	+	e/I
2. final θ/t	θ/t	θ/t	+	
3. initial θ/t	"	θ/t	+	
4. l/r	l/r	l/r	+	
5. final tʃ/ʃ	tʃ/ʃ	tʃ/ʃ	+	
6. ʊ/u	ʊ/ʊ	ʊ/u	−	ʊ/ʊ
7. final f/p	f/p	f/p	+	
8. initial b/p	b/p	b/p	+	
9. initial v/b	v/b	v/b	+	
10. initial dʒ/j	dʒ/dʒ	dʒ/j	−	h/dʒ ; dʒ/j
11. final n/ø	ø/n	ø/n	+	
12. final n/ŋ	n/ŋ	n/ŋ	+	
13. alternation p/t/k		p/t/k	+	
final z		z	+	
14. final rd		rd	+	
alternation b/v		b/v	+	
alternation f/p		f/p	+	
15. initial/final d		d	+	
alternation l/r		l/r	+	
16. alternation b/p		b/p	+	All consonant clusters pronounced but sometimes tentatively articulated
alternation i/I		i/I	+	
17. final k		k	+	
final rt		rt	+	
final rks		rks	+	
final ld		ld	+	
18. initial tr		tr	+	A schwa is inserted here and there.
final kt		kt	+	
initial spl		spl	+	
medial ft		ft	+	
19. final nd		nd	+	
final rd		rd	+	
final tʃ		tʃ	+	
final vd		vd	+	
20. final rst		rst	+	
final rks		rks	+	
final rnd (rnt)		rnd (rnt)	+	
final nz		nz	+	
final rθ		rθ	+	
21. final nks		nks	+	
initial str		str	+	
final zd		zd	+	
final kst	ksəd	kst	-	
final st		st	+	
final pt		pt	+	
22. final sk		sk	+	
final sp		sp	+	
final ld		ld	+	
final rts		rts	+	
final lvz		lvz	+	

Summary: May want to focus on the dʒ/j distinction and on getting rid of the schwa.
Consonant cluster production in controlled situations is good. She may have had some good formal training

EES SURVEY ORAL PRODUCTION PROFILE

Sentence Completion TASK	Produced	Expected	+/-	Comments
1. When I was a child...	used to	past	+	
2. Now that I am in the United States...	I want to be a	present	+	
3. After I graduate...	I hope I will	future	+	Substitution will / would
4. If I had not...	I will be in the University	modal perfect	–	
5. If I won a million dollars...	I will be rich	would/could + verb	–	

Summary: Does not use complex tenses well - She should learn how to use conditional and conditional perfect - Can benefit from exercises on reported speech, a review of sequence of tenses and other finer grammar points -

EES SURVEY ORAL PRODUCTION PROFILE

Picnic Task	Required (yes or no)	Produced	Comments
Grammar			Made up a story about the picture and gave names to each person -
o - simple present	/ /		
3rd person singular	/ /		
o - present progressive	/ yes /	are playing	
o - there is	/ /		
there are	/ /		
o - transitions	/ yes /		
o - present perfect	/ /		
3rd person	/ /		
o - I would like	/ /		
o -	/ /		

Grammar:
- ✓ - produced grammatical structures which were generally adequate and correct, although random errors occured
- o - seemed to have difficulty producing structures of the task; many random and systematic errors
- o - was unable to produce structures required by the task

Content:
- ✓ - seemed at ease speaking English; performance of task was coherent; amount of speech was appropriate
- o - had difficulty performing task and using allowed time, seemed uncomfortable speaking English
- o - was unable to perform task, seemed very ill-at-ease

Vocabulary choice/variety:
- ✓ - adequate and appropriate for task
- o - limited, but did not prevent performance of task
- o - limited, seemed to inhibit performance of task

Rate of speech:
- ✓ - normal for a college-level fluent speaker of English
- o - moderate
- o - slow

Can be understood by a fluent speaker of English accustomed to interaction with non-native speakers:
- ✓ - with ease
- o - with concentration
- o - with difficulty

Summary: Needs some work on uses of prepositions in, to, at, for.

EES SURVEY READING COMPREHENSION AND VOCABULARY PROFILE

TASK	Produced	Correct Response	+/-	Comments
Retrieval of explicitly stated information from a passage 150-175 words in length which contains simple grammar and simple vocabulary or vocabulary clearly defined in context. Topic is of general interest.	1. b 2. d 3. a 4. b	b d a b	+ + + +	
TOTAL: 4/4 INTERPRETATION 3-4 Was able to retrieve explicit information 2 Had difficulty retrieving explicit information 0-1 Was unable to retrieve explicit information				
Retrieval of explicitly and implicitly stated information and comprehension of vocalulary in context from a passage 150-175 words in length which contains some complex grammar such as passive voice. Topic is of general interest.	5. T 6. T 7. T 8. a 9. d 10. b 11. c	F T T a d b c	− + + + + + +	
TOTAL: 6/7 INTERPRETATION 5-7 Was able to retrieve explicit and implicit information and understand vocab in context 2-4 Had difficulty retrieving explicit and implicit information and understanding vocab in context 0-1 Was unable to retrieve explicit and implicit information and understand vocab in context				
Retrieval of explicitly and implicitly stated information and comprehension of vocabulary in context from a passage approximately 300 words in length such as might appear in a lay-journal on a semi-technical subject.	12. F 13. F 14. F 15. b 16. d 17. b 18. b 19. d 20. c 21. d 22. a	F T F b d b b d c c a	+ − + + + + + + + − +	
TOTAL: 9/11 INTERPRETATION 7-11 Was able to retrieve explicit and implicit information and understand vocab in context 3-6 Had difficulty retrieving explicit and implicit information and understanding vocab in context 0-2 Was unable to retrieve explicit and implicit information and understand vocab in context				

Summary: Excellent reading comprehension skills for intermediate. Ready for our advanced materials such as Reading by all Means.

EES SURVEY STRUCTURE AND USAGE PROFILE

TASK	Produced	Expected Response	+/-	Comments
Question Formation				
1. modal	shall s-v	should-s-v	-	shall / should word order O.K.
2. pres. progr.		are-s-v	+	
3. 3rd per. present		does-s-v	+	
4. past irreg.		did-s-v	+	
5. present		do-s-v	+	
6. 3rd per. present	has s pp	does-s-v	-	Pres. perfect
7. pres. progr.		are-s-v	+	
8. modal		must-s-v	+	
9. past reg.	had Emily blonde	did-s-v	-	
10. pres. perf.		have-s-v	+	
Negation				
11. 3rd per. present		does-not-v	+	
12. modal		cannot-v	+	
13. pres perf		have-not-v	+	
14. past irreg.		did-not-v	+	
15. past progr.		were-not-v	+	
Verb Tense				
16. present		go	+	
17. 3rd pers. present		falls	+	
18. pres. progr.	studies	is studying	-	
19. past		bought	+	
20. past		discussed	+	
21. pres. perf.	teaches	has taught	-	
		taught		
		has been teaching		future? pres. perfect?
22. future	have	will have	-	
		are going to have		
		are having		
23. future		will win	+	
		is going to win		
24. unreal past cond.	can find	had found	-	If-clauses - sequence of tenses
		found		
25. present unreal cond.	wants	wanted	-	
26. present unreal cond.	takes	took	-	
27. unreal past cond.		had checked		
		checked	+	
28. present real cond.		give	+	
Comparative/Superlative				
29. long /comparative		more interesting than	+	Needs superlative
30. irreg./comparative		better than	+	
31. short/superlative	highest than	the highest	-	
32. long/comparative		more important than	+	
33. irreg./superlative	worst than the	the worst	-	

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EES SURVEY STRUCTURE AND USAGE PROFILE

34. (ed)/ing	ed	+	
35. ed/(ing)	ing	+	
(ed)/ing	ed	+	
36. say/(tell)	tell	+	
37. (say)/tell	tell	−	
38. (say)/tell	says	+	
39. for/(since)	for	−	for and since
40. (for)/since	since	−	
41. for/(since)	since	+	
42. (yet)/still	yet	+	
43. yet/(still)	still	-	
44. who/(which)	who	−	who / which
45. (that)/which	that	+	
46. (to do)/doing	doing	−	gerund / infinitive
47. to try/(trying)	trying	+	

Summary:

1. Student appears confused as to the relations between shall and should.
2. Various unclear problems with the use of present and past perfect.
3. Information questions gave her difficulty - Did not seem to know how to use the auxiliary "do" with information questions - Some exercises such as those from Dixson's Graded Exercises can help identify what her problems are.
4. She can benefit from practice in sequence of tenses with conditional clauses. Also, reported speech, questions, word order.
5. Knows comparative but not superlative
6. See "comments" this page.

EES SURVEY WRITTEN EXPRESSION PROFILE

The writing sample is:

✓- clear, coherent and unified; easily understood by a reader accustomed to the work of non-native writers (NNW) of English.

o - comprehensible to a reader accustomed to the work of NNW of English. Organizational errors, grammatical errors or errors in vocabulary usage may force the reader to guess the meaning or appropriacy of several phrases; however, if these errors were corrected, the writing sample would be clear.

o - vague and disjointed; unclear to a reader accustomed to the work of NNW of English.

The writing sample has:

✓- a clear, appropriate topic sentence.

o - no topic sentence, but evidence of a plan.

o - no topic sentence and little or no evidence of a plan.

The writing sample has:

✓- supporting points which are well-developed and presented in a logical order; there is no irrelevant information.

o - some supporting details, but the ideas may not be well or logically developed; there may be irrelevant information.

o - little or no evidence of logical development; little or no evidence of a plan.

The writing sample contains:

✓- simple and compound sentences with a variety of appropriate grammatical structures, including appropriate and consistent verb tense and word order. If the writing sample contains grammatical errors, the errors do not interfere with the comprehension of a reader accustomed to the work of NNW of English.

o - simple sentences and a variety of appropriate grammatical structures. Verb tense usage and word order are systematic and consistent, but perhaps inaccurate. There are random and/or systematic errors in basic and more complex grammatical structures. These errors do not prevent a reader accustomed to the work of NNW of English from understanding the content of the phrases or sentences which contain these errors.

o - simple sentences and may contain sentence fragments or run-on sentences. Verb tense usage and word order is inconsistent. There are numerous grammatical errors some of which inhibit the understanding of a reader accustomed to the work of NNW of English.

EES SURVEY WRITTEN EXPRESSION PROFILE

The vocabulary used in the writing sample is:

✓ - varied, appropriate and generally accurate.

o - generally accurate and appropriate, although there is not great variety and there may be word choice errors.

o - basic and seems inadequate for performance of the task.

The writer's spelling is:

✓ - generally accurate with only a few minor errors.

o - generally accurate although errors may inhibit a reader accustomed to the work of NNW of English from understanding the content of <u>all</u> phrases and sentences.

o - weak. There are many errors which interfere with the comprehension of a reader accustomed to the work of NNW of English.

The writer's handwriting is:

✓ - legible.

o - illegible.

Summary: Margarita's writing does not need special attention at this point - The problems she shows are similar to those in other areas, mainly her use of:

- participles
- perfect tenses
- for and since
- gerunds and infinitives

SAMPLE II

EOPS ENGLISH SKILLS SURVEY PROFILE

Name of Student Nguyen, T.

Date 4.23.89

Administered by Mary Smith

Tape No. 43 (A) : 125

↑ Tape No ↑ side ↖ Number on counter

Completed

Listening Comprehension ✓

Oral Production ✓

Reading Comprehension and Vocabulary ✓

Structure and Usage ✓

Written Expression ✓

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EES SURVEY LISTENING COMPREHENSION PROFILE

TASK	Produced	Expected	+/-	Comments
1. initial p/b	1. /p/	a. /p/	+	Substitutions
2. final p/b	2. /p/	b. /b/	−	p/b
3. final k/g	3. /k/	a. /k/	+	
4. initial l/r	4. /l/	a. /l/	+	
5. initial kl/kr	5. /kr/	b. /kr/	+	
6. initial tr/θr	6. /tr/	b. /θr/	−	tr/θr
7. final t/θ	7. /θ/	a. /t/	−	θ/t
8. final ɸ/r	8. /r/	b. /r/	+	
9. i/I	9. /I/	a. /I/	+	
10. ʌ/ɔ	10. /ɔ/	b. /ɔ/	+	
11. æ/ʌ	11. /ʌ/	b. /ʌ/	+	
12. final l/n	12. /n/	a. /l/	−	n/l
13. dʒ/tʃ	13. /dʒ/	a. /dʒ/	+	
14. initial v/b	14. /b/	b. /b/	+	
15. initial p/f	15. /f/	b. /f/	+	
16. final ʃ/tʃ	16. /ʃ/	a. /ʃ/	+	
17. final n/ŋ	17. /n/	a. /n/	+	
18. initial dʒ/j	18. /j/	a. /dʒ/	−	j/dʒ
19. ʊ/u	19. /ʊ/	b. /u/	−	ʊ/u
20. e/æ	20. /e/	b. /æ/	−	e/æ
21. preposition	21. /b/	b.	+	
22. past tense	22. /c/	c.	+	
23. neither...nor	23. /d/	c.	−	
24. sequence of events	24. /a/	a.	+	
25. passive	25. /d/	d.	+	
26. past tense	26. /b/	b.	+	
27. passive	27. /d/	d.	+	
28. neither...nor	28. /a/	a.	+	

Summary: few problems - Not major - has difficulty hearing the difference between n/l ʊ/u which is not usual. Can benefit from some work on sound discrimination -

Student can understand short sentences with structures of varying complexity

EES SURVEY LISTENING COMPREHENSION PROFILE

TASK	Produced	Expected	+/-	Comments
Retrieval of explicitly stated times and numbers requested in questions heard before the passage, a short public announcement of general interest.	29. b 30. c 31. d 32. c	a c d c	- + + +	
TOTAL: 3/4				
INTERPRETATION (3-4) Was able to retrieve times/numbers 2 Had difficulty retrieving times/numbers 0-1 Was not able to retrieve times/numbers				
Retrieval of explicit and implicit information from a news report which might be broadcast on radio or TV.	33. 34. 35. 36.	c a b d	- - - -	
TOTAL: 0/4				
INTERPRETATION 3-4 Was able to retrieve explicit and implicit information 2 Had difficulty retrieving explicit/implicit information (0-1) Was not able to retrieve explicit/implicit information				

Summary: Student can benefit from easy listening comprehension exercises but she is not yet ready for such materials as Yoshi goes to New York or Connections - short readings, dictations from readings and dictation of short sentences are more appropriate - Reading or telling her stories is another alternative - Make sure that some work is done without the written form in front of her.

EES SURVEY ORAL PRODUCTION PROFILE

TASK	Produced	Expected	+/-	Comments
Minimal Pairs				
1. i/I	I/I	i/I	-	no discrimination
2. final θ/t	θ/θ	θ/t	-	θ in final position
3. initial θ/t	t/t	θ/t	-	t in initial position
4. l/r	l/r	l/r	+	
5. final tʃ/ʃ	ʃ/ʃ	tʃ/ʃ	-	Does not pronounce ʃ
6. ʊ/u	u/u	ʊ/u	-	needs ʊ
7. final f/p	f/p	f/p	+	
8. initial b/p	b/p	b/p	+	
9. initial v/b	v/b	v/b	+	substitutes tʃ/ʤ
10. initial dʒ/j	dʒ/tʃ	dʒ/j	-	needs n
11. final n/ø	ø/ø	n/ø	-	"
12. final n/ŋ	ŋ/ŋk	n/ŋ	-	
13. alternation p/t/k	p/t/k	p/t/k	+	
final z	ø	z	-	final z after vowel
14. final rd	r	rd	-	final d " vowel
alternation b/v	b/v	b/v	+	
alternation p/f	p/f	p/f	+	
15. initial/final dʒ	dʒ/s	dʒ	-	juice / judge
alternation l/r	l/r	l/r	+	
16. alternation b/p	b/p	b/p	+	
alternation i/I	i/I s/ts	i/I	-	ʃis / ʃits
17. kʃ	sk	kʃ	-	sk / kʃ
final rt	rt	rt	+	
final rks	rks	rks	+	
final ld	ø	ld	-	omits -ld
18. initial tr	tr	tr	+	
final kt	kt	kt	+	
initial spl	spl	spl	+	
medial ft	ft	ft	+	
19. final nd	ø	nd	-	omits -nd
final rd	rd	rd	+	
final tʃ	tʃ	tʃ		
final vd	vd	vd	+	
20. final rst	rs	rst	-	reduction - -t
final rks	rks	rks	-	-k
final rnd (rnt)	rnt	rnd (rnt)	+	
final ŋz	ŋz	ŋz	+	
final rθ	r	rθ	-	-θ
21. final ŋks	ŋks	ŋks	+	
initial str	str	str	-	
final zd	ø	zd	-	omits final zd
final kst	st	kst	-	reduction -k
final st	t	st	-	" -s
final pt	pt	pt	+	
22. final sk	sk	sk	+	
final sp	sp	sp	+	
final ld	d	ld	-	-l
final rts	rts	rts	+	
final lvz	lvs	lvz	+	

Summary: See Comments - Needs work with final consonant clusters and final consonants - Use exercises from Pronunciation exercises for Speakers of Vietnamese.

EES SURVEY ORAL PRODUCTION PROFILE

Sentence Completion TASK	Produced	Expected	+/-	Comments
1. When I was a child...	liked	past	+	
2. Now that I am in the United States...	go	present	+	
3. After I graduate...	I will be	future	+	
4. If I had not...	I have to go	modal perfect	−	
5. If I won a million dollars...	would buy	would/could + verb	+	

Summary: Good !! Needs to polish up on conditional perfect or "unreal conditions" e.g. "If I had ..., I would have ..."

EES SURVEY ORAL PRODUCTION PROFILE

Picnic Task Grammar	Required (yes or no)	Produced	Comments
o - simple present 3rd person singular	/ yes /	yes	
o - present progressive	/ ✓ /	yes	but sometimes omits "be"
o - there is there are	/ /		
o - transitions	/ ✓ /	good	good
o - present perfect 3rd person	/ /		
o - I would like	/ /		
o -	/ /		

Grammar:
- ✓ - produced grammatical structures which were generally adequate and correct, although random errors occured
- o - seemed to have difficulty producing structures of the task; many random and systematic errors
- o - was unable to produce structures required by the task

Content:
- ✓ - seemed at ease speaking English; performance of task was coherent; amount of speech was appropriate
- o - had difficulty performing task and using allowed time, seemed uncomfortable speaking English
- o - was unable to perform task, seemed very ill-at-ease

Vocabulary choice/variety:
- ✓ - adequate and appropriate for task
- o - limited, but did not prevent performance of task
- o - limited, seemed to inhibit performance of task

Rate of speech:
- ✓ - normal for a college-level fluent speaker of English
- o - moderate
- o - slow

Can be understood by a fluent speaker of English accustomed to interaction with non-native speakers:
- o - with ease
- ✓ - with concentration
- o - with difficulty

Summary: short answers - "have you been?" "Yes, I did"
No use of past tense in spontaneous speech - switched back and forth between -ing form and simple present.
Some problems may be due to a confusion over contractions - she can produce tense forms in controlled situations but will drop ending in spontaneous speech - should be encouraged to apply what she knows to spontaneous speech -

EES SURVEY READING COMPREHENSION AND VOCABULARY PROFILE

TASK	Produced	Correct Response	+/-	Comments
Retrieval of explicitly stated information from a passage 150-175 words in length which contains simple grammar and simple vocabulary or vocabulary clearly defined in context. Topic is of general interest.	1. d	b	−	
	2. b	d	−	
	3. a	a	+	
	4. b	b	+	

TOTAL: 2/4

INTERPRETATION 3-4 Was able to retrieve explicit information
(2) Had difficulty retrieving explicit information
0-1 Was unable to retrieve explicit information

Retrieval of explicitly and implicitly stated information and comprehension of vocalulary in context from a passage 150-175 words in length which contains some complex grammar such as passive voice. Topic is of general interest.	5. F	F	+	
	6. T	T	+	
	7. T	T	+	
	8. a	a	+	
	9. b	d	−	
	10. b	b	+	
	11. c	c	+	

TOTAL: 6/7

INTERPRETATION (5-7) Was able to retrieve explicit and implicit information and understand vocab in context
2-4 Had difficulty retrieving explicit and implicit information and understanding vocab in context
0-1 Was unable to retrieve explicit and implicit information and understand vocab in context

Retrieval of explicitly and implicitly stated information and comprehension of vocabulary in context from a passage approximately 300 words in length such as might appear in a lay-journal on a semi-technical subject.	12. T	F	−	
	13. T	T	+	
	14. F	F	+	
	15. C	b	−	
	16. b	d	−	
	17. a	b	−	
	18. b	b	+	
	19. d	d	+	
	20. c	c	+	
	21. c	c	+	
	22. d	a	−	

TOTAL: 6/11

INTERPRETATION (7-11) Was able to retrieve explicit and implicit information and understand vocab in context
3-6 Had difficulty retrieving explicit and implicit information and understanding vocab in context
0-2 Was unable to retrieve explicit and implicit information and understand vocab in context

Summary: Appears to have moderate reading skills - Can benefit from reading for general comprehension from intermediate materials such as Insights and Ideas or Contact U.S.A. - Listening before reading and retelling before writing should help her general development -

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EES SURVEY STRUCTURE AND USAGE PROFILE

TASK	Produced	Expected Response	+/-	Comments
Question Formation				Needs work on Mechanics of question formation & use of appropriate auxiliaries
1. modal		should-s-v	+	
2. pres. progr.		are-s-v	+	
3. 3rd per. present	is - s - ✓	does-s-v	−	
4. past irreg.		did-s-v	+	
5. present	did - s - ✓	do-s-v	−	
6. 3rd per. present		does-s-v	+	
7. pres. progr.		are-s-v	+	
8. modal	will - s - must	must-s-v	−	
9. past reg.	was - s - ✓	did-s-v	−	
10. pres. perf.	do - s - ✓	have-s-v	−	
Negation				
11. 3rd per. present		does-not-v	+	can not
12. modal		cannot-v	+	
13. pres perf	have not live_	have-not-v	−	Needs participles
14. past irreg.		did-not-v	+	
15. past progr.	were not take_	were-not-v	−	
Verb Tense				
16. present	go	go		
17. 3rd pers. present	fell	falls	−	
18. pres. progr.	studys	is studying	−	
19. past	bought (sp.)	bought	+	
20. past		discussed	+	spelling
21. pres. perf.	Teachs (sp	has taught taught has been teaching	−	
22. future	had	will have are going to have are having	−	
23. future		will win is going to win	+	
24. unreal past cond.		had found found	+	
25. present unreal cond.		wanted	+	
26. present unreal cond.	takes	took	−	
27. unreal past cond.		had checked checked	+	
28. present real cond.		give	+	
Comparative/Superlative				almost but not quite - needs review
29. long /comparative	The most interesting	more interesting than	−	
30. irreg./comparative		better than	+	
31. short/superlative	very high	the highest	−	
32. long/comparative	the most important	more important than	−	
33. irreg./superlative	badly	the worst	−	

EES SURVEY STRUCTURE AND USAGE PROFILE

34. (ed)/ing	ed	+
35. ed/(ing)	ing	+
(ed) ing	ed	+
36. say/(tell)	tell	+
37. say/(tell)	tell	+
38. (say) tell	says	+
39. for/(since)	for	−
40. (for) since	since	−
41. for/(since)	since	+
42. (yet)/still	yet	+
43. yet/(still)	still	+
44. (who)/which	who	+
45. that/(which)	that	−
46. (to do)/doing	doing	−
47. to (try) trying	trying	−

Summary:

- Use of tenses generally good, with some random errors. Does not use the complex tenses
- Low mastery of mechanics in questions and negatives. Should review both "yes/no" and "information" questions with:
  - to be
  - regular verbs ("do verbs") present and past tense. all persons
  - modal auxiliaries
  - other auxiliaries in complex tenses.
- Shows some confusion about the use of participles
- Needs review of comparatives and superlatives.

Use exercises in Graded Exercises and Structure in context to supplement reading and writing

EES SURVEY WRITTEN EXPRESSION PROFILE

The writing sample is:

- o - clear, coherent and unified; easily understood by a reader accustomed to the work of non-native writers (NNW) of English.
- ✓ - comprehensible to a reader accustomed to the work of NNW of English. Organizational errors, grammatical errors or errors in vocabulary usage may force the reader to guess the meaning or appropriacy of several phrases; however, if these errors were corrected, the writing sample would be clear.
- o - vague and disjointed; unclear to a reader accustomed to the work of NNW of English.

The writing sample has:

- ✓ - a clear, appropriate topic sentence.
- o - no topic sentence, but evidence of a plan.
- o - no topic sentence and little or no evidence of a plan.

The writing sample has:

- o - supporting points which are well-developed and presented in a logical order; there is no irrelevant information.
- ✓ - some supporting details, but the ideas may not be well or logically developed; there may be irrelevant information.
- o - little or no evidence of logical development; little or no evidence of a plan.

The writing sample contains:

- o - simple and compound sentences with a variety of appropriate grammatical structures, including appropriate and consistent verb tense and word order. If the writing sample contains grammatical errors, the errors do not interfere with the comprehension of a reader accustomed to the work of NNW of English.
- ✓ - simple sentences and a variety of appropriate grammatical structures. Verb tense usage and word order are systematic and consistent, but perhaps inaccurate. There are random and/or systematic errors in basic and more complex grammatical structures. These errors do not prevent a reader accustomed to the work of NNW of English from understanding the content of the phrases or sentences which contain these errors.
- o - simple sentences and may contain sentence fragments or run-on sentences. Verb tense usage and word order is inconsistent. There are numerous grammatical errors some of which inhibit the understanding of a reader accustomed to the work of NNW of English.

EES SURVEY WRITTEN EXPRESSION PROFILE

The vocabulary used in the writing sample is:

o - varied, appropriate and generally accurate.

✓ - generally accurate and appropriate, although there is not great variety and there may be word choice errors.

o - basic and seems inadequate for performance of the task.

The writer's spelling is:

✓ - generally accurate with only a few minor errors.

o - generally accurate although errors may inhibit a reader accustomed to the work of NNW of English from understanding the content of <u>all</u> phrases and sentences.

o - weak. There are many errors which interfere with the comprehension of a reader accustomed to the work of NNW of English.

The writer's handwriting is:

✓ - legible.

o - illegible.

Summary: functions well in present tense - There are numerous word substitutions, e.g., section/season but she shows good mastery of basic structures and even some complex sentences -

Since her writing problems reflect deficiencies in other areas, writing can be integrated as an activity after reading, retelling or discussion. So far, it needs no special attention

SAMPLE III

EOPS ENGLISH SKILLS SURVEY PROFILE

Name of Student Sothea Ben

Date 3.5.88

Administered by Pat Doe

Tape No. 31 (A) : 1

↑ Tape no. ↑ Side ↖ no. on counter

Completed

Listening Comprehension ✓

Oral Production ✓

Reading Comprehension and Vocabulary ✓

Structure and Usage ✓

Written Expression ✓

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EES SURVEY LISTENING COMPREHENSION PROFILE

TASK	Produced	Expected	+/-	Comments
1. initial p/b	1. /ɸ/	a. /p/	+	
2. final p/b	2. /b/	b. /b/	+	
3. final k/g	3. /g/	a. /k/	-	
4. initial l/r	4. /l/	a. /l/	+	
5. initial kl/kr	5. /kr/	b. /kr/	-	
6. initial tr/θr	6. /tr/	b. /θr/	-	
7. final t/θ	7. /θ/	a. /t/	-	
8. final ɸ/r	8. /r/	b. /r/	+	
9. i/I	9. /I/	a. /I/	+	
10. ʌ/ɔ	10. /ɔ/	b. /ɔ/	+	
11. æ/ʌ	11. /ʌ/	b. /ʌ/	+	
12. final l/n	12. /l/	a. /l/	+	
13. dʒ/tʃ	13. /dʒ/	a. /dʒ/	+	
14. initial v/b	14. /b/	b. /b/	+	
15. initial p/f	15. /f/	b. /f/	+	
16. final ʃ/tʃ	16. /ʃ/	a. /ʃ/	+	
17. final n/ŋ	17. /n/	a. /n/	+	
18. initial dʒ/j	18. /dʒ/	a. /dʒ/	+	
19. ʊ/u	19. /ʊ/	b. /u/	+	
20. e/æ	20. /æ/	b. /æ/	+	
21. preposition	21. b	b	+	
22. past tense	22. c	c	+	
23. neither...nor	23. a	c	-	
24. sequence of events	24. a	a	+	
25. passive	25. c	d	-	
26. past tense	26. a	b	-	
27. passive	27. d	d	+	
28. neither...nor	28. d	a	-	

Summary: Minor problems with sound discrimination - Can understand simple sentences - Does not recognize the neither.... nor construction -

EES SURVEY LISTENING COMPREHENSION PROFILE

TASK	Produced	Expected	+/-	Comments
Retrieval of explicitly stated times and numbers requested in questions heard before the passage, a short public announcement of general interest.	29. b 30. c 31. b 32. d	a c d c	- + - -	

TOTAL: 1/4

INTERPRETATION 3-4 Was able to retrieve times/numbers
2 Had difficulty retrieving times/numbers
(0-1) Was not able to retrieve times/numbers

Retrieval of explicit and implicit information from a news report which might be broadcast on radio or TV.	33. a 34. d 35. b 36. c	c a d d	- - + -	

TOTAL: 1/4

INTERPRETATION 3-4 Was able to retrieve explicit and implicit information
2 Had difficulty retrieving explicit/implicit information
(0-1) Was not able to retrieve explicit/implicit information

Summary: Week on listening comprehension - Can benefit from easy listening comprehension exercises such as short dictations - She is not ready for intermediate materials, unless her poor performance is just a problem of attention.

EES SURVEY ORAL PRODUCTION PROFILE

TASK	Produced	Expected	+/-	Comments
Minimal Pairs				substitutions
1. i/I	i / ɪ	i/I	+	
2. final θ/t	θ / s	θ/t	-	-s/t
3. initial θ/t	θ / t	θ/t	+	
4. l/r	l / r	l/r	+	
5. final tʃ/ʃ	tʃ / s	tʃ/ʃ	-	s/ʃ
6. ʊ/u	ʊ / u	ʊ/u	+	
7. final f/p	s / s	f/p	-	-s/-f and -s/-p
8. initial b/p	b / p	b/p	+	
9. initial v/b	w / b	v/b	-	w/v
10. initial dʒ/j	dʒ / dʒ	dʒ/j	-	dʒ/ɣ
11. final n/ø	ø / n	n/ø	+	
12. final n/ŋ	n / n	n/ŋ	-	n/ŋ
13. alternation p/t/k		p/t/k	+	ø/r
final z		z	+	ø/z
14. final rd		rd	+	
alternation b/v		b/v	+	
alternation f/p		f/p	+	
15. initial/final dʒ		dʒ	+	
alternation l/r		l/r	+	
16. alternation b/p		b/p	+	
alternation i/I		i/I	+	
17. kʃ		kʃ	+	
final rt		rt	+	
final rks	rk	rks	-	drops s
final ld		ld	+	
18. initial tr		tr	+	
final kt		kt	+	
initial spl		spl	+	
medial ft		ft	+	
19. final nd		nd	+	
final rd		rd	+	
final tʃ	t	tʃ	-	-ʃ
final vd		vd	+	
20. final rst		rst	+	
final rks		rks	+	
final rnd (rnt)		rnd (rnt)	+	
final nz	n	ŋz	-	-z
final rθ		rθ	+	
21. final nks	ɔɪn	ŋks	-	-ks
initial str		str	-	
final zd		zd	+	
final kst	k	kst	-	-st
final st	øɪ	st	-	-s
final pt		pt	+	
22. final sk	k	sk	-	
final sp	sp	sp	+	
final ld	ɪ	ld	+	
final rts		rts	-	
final lvz		lvz	+	

Summary: Substitutes /s/ for final voiceless consonants - drops final s!
few sound discrimination problems

EES SURVEY ORAL PRODUCTION PROFILE

Sentence Completion TASK	Produced	Expected	+/-	Comments
1. When I was a child...	played	past	+	
2. Now that I am in the United States...	I have to	present	+	
3. After I graduate...	I will go	future	+	
4. If I had not...	I will	modal perfect	—	
5. If I won a million dollars...	I will	would/could + verb	—	

Summary: Does not use complex tenses -

EES SURVEY ORAL PRODUCTION PROFILE

Picnic Task Grammar	Required (yes or no)	Produced	Comments
o - simple present 3rd person singular	/ ✓ / / /	yes	
o - present progressive	/ /		
o - there is there are	/ / / /		
o - transitions	/ ✓ /		good
o - present perfect 3rd person	/ / / /		
o - I would like	/ /		
o - other -	/ /		may be was fishing

Grammar:
- o - produced grammatical structures which were generally adequate and correct, although random errors occured
- o - seemed to have difficulty producing structures of the task; many random and systematic errors
- o - was unable to produce structures required by the task

Content:
- o - seemed at ease speaking English; performance of task was coherent; amount of speech was appropriate
- o - had difficulty performing task and using allowed time, seemed uncomfortable speaking English in controlled situations!
- o - was unable to perform task, seemed very ill-at-ease

Vocabulary choice/variety:
- o - adequate and appropriate for task
- o - limited, but did not prevent performance of task
- o - limited, seemed to inhibit performance of task

Rate of speech:
- o - normal for a college-level fluent speaker of English
- o - moderate
- o - slow

Can be understood by a fluent speaker of English accustomed to interaction with non-native speakers:
- o - with ease
- o - with concentration
- o - with difficulty

Summary: Made a story with limited success - later, picked up on one of the questions and talked more fluidly - Evaluation based on spontaneous conversation.
She has major structural and vocabulary limitations - She shows numerous substitutions - Has developed many "bad habits" due to language limitations - She needs lots of reading and vocabulary.

EES SURVEY READING COMPREHENSION AND VOCABULARY PROFILE

TASK	Produced	Correct Response	+/-	Comments
Retrieval of explicitly stated information from a passage 150-175 words in length which contains simple grammar and simple vocabulary or vocabulary clearly defined in context. Topic is of general interest.	1. b	b	+	
	2. d	d	+	
	3. a	a	+	
	4. b	b	+	

TOTAL: 4/4

INTERPRETATION (3-4) Was able to retrieve explicit information
2 Had difficulty retrieving explicit information
0-1 Was unable to retrieve explicit information

Retrieval of explicitly and implicitly stated information and comprehension of vocalulary in context from a passage 150-175 words in length which contains some complex grammar such as passive voice. Topic is of general interest.	5. F	F	+	
	6. F	T	−	
	7. T	T	+	
	8. b	a	−	
	9. d	d	+	
	10. b	b	−	
	11. a	c		

TOTAL: 3/7

INTERPRETATION 5-7 Was able to retrieve explicit and implicit information and understand vocab in context
(2-4) Had difficulty retrieving explicit and implicit information and understanding vocab in context
0-1 Was unable to retrieve explicit and implicit information and understand vocab in context

Retrieval of explicitly and implicitly stated information and comprehension of vocabulary in context from a passage approximately 300 words in length such as might appear in a lay-journal on a semi-technical subject.	12. T	F	−	
	13. T	T	+	
	14. T	F	−	
	15. d	b	−	
	16. d	d	+	
	17. −	b	−	
	18. c	b	−	
	19. d	d	+	
	20. a	c	−	
	21. c	c	+	
	22. a	a	+	

TOTAL: 5/11

INTERPRETATION 7-11 Was able to retrieve explicit and implicit information and understand vocab in context
(3-6) Had difficulty retrieving explicit and implicit information and understanding vocab in context
0-2 Was unable to retrieve explicit and implicit information and understand vocab in context

Summary: She has low intermediate reading skills - Should start with our easier materials such as Little stories for Big People - Needs vocabulary building

EES SURVEY STRUCTURE AND USAGE PROFILE

TASK	Produced	Expected Response	+/-	Comments
Question Formation				
1. modal		should-s-v	+	she does not use auxiliary "do"
2. pres. progr.		are-s-v	+	
3. 3rd per. present	who drive	does-s-v	−	
4. past irreg.	who stop	did-s-v	+	
5. present		do-s-v	−	word order problems
6. 3rd per. present	s-v	does-s-v	−	
7. pres. progr.	s-are-v	are-s-v	−	
8. modal	s-must-v	must-s-v	−	
9. past reg.	deyed	did-s-v	−	
10. pres. perf.	pp-s-have	have-s-v	−	
Negation				does not know the mechanics of aux. + "do"
11. 3rd per. present	do not wants	does-not-v	−	
12. modal	can not	cannot-v	+	
13. pres perf	do not have liked	have-not-v	−	
14. past irreg.	doesn't go	did-not-v	−	
15. past progr.		were-not-v	+	
Verb Tense				
16. present	see	go	−	
17. 3rd pers. present	fall	falls	−	
18. pres. progr.	studying	is studying	−	
19. past		bought	+	
20. past	discusset (sp)	discussed	+	spelling
21. pres. perf.	tought	has taught		
		taught	+	"
		has been teaching		
22. future	will has	will have	+	auxiliaries
		are going to have		
		are having		
23. future	will be win	will win	−	
		is going to win		
24. unreal past cond.	will finds	had found	−	tense confusion and form confusion
		found		
25. present unreal cond.	wants	wanted	−	
26. present unreal cond.	taking	took	−	
27. unreal past cond.	checking	had checked	−	
		checked	−	
28. present real cond.	gave	give	−	
Comparative/Superlative				
29. long /comparative		more interesting than	+	minor problems. Can benefit from a review
30. irreg./comparative	good than	better than	−	
31. short/superlative	highest	the highest	−	
32. long/comparative	very important	more important than	−	
33. irreg./superlative	worst	the worst	−	

EES SURVEY STRUCTURE AND USAGE PROFILE

34. ed/ing	ed	–	participles
35. ed/ing	ing	–	
ed/ing	ed	+	
36. say/tell	tell	+	
37. say/tell	tell	+	
38. say/tell	says	+	
39. for/since	for	+	
40. for/since	since	+	
41. for/since	since	+	
42. yet/still	yet	+	
43. yet/still	still	+	
44. who/which	who	+	
45. that/which	that	–	
46. to do/doing	doing	+	
47. to try/trying	trying	–	

Summary:

Should start with a review of basic mechanics of grammar

a) questions and negatives
b) information questions
c) with uses of "do" as auxiliary
d) other auxiliaries

She needs a gradual systematic review of tenses, both form and concept, although her problems may just be conceptual.

Recommendations:

Grammar - Use Dixson Graded Exercises and Structure in Context

Reading - Try easy reading materials like Little Stories, Contact U.S.A, etc.

Vocabulary building and General comprehension should be a very high priority!

WHAT EVERY TUTOR SHOULD KNOW ABOUT SECOND LANGUAGE ACQUISITION

Sociolinguistics of second language acquisition and the role of helping programs

Second language acquisition is not merely a linguistic or psychological matter. The use of language and its acquisition are subject to cultural rules of social interaction. Thus, in order to learn to use a language, one must have access not only to the language in question but also to the cultural and social rules of interaction within which it is used (Hymes 1974). To gain access to this knowledge the learner depends largely on cooperative interactions with native speakers. In the modern megalopolis this is difficult to achieve. Cross-cultural and class differences often conspire against the learner. Persistent misunderstandings make communication difficult and unsuccessful for all parties creating further complications (Jupp et al 1982). In the absence of already existing cooperative relationships with native speakers this places an undue burden on the learner. As Gumperz puts it, in order to gain access to information about how to initiate and maintain conversation the learner must know how to do it already (Gumperz 1981, 1982a).

The consequences of this double bind situation are often a frustration with the new language and its speakers and a set of coping communicative skills which rely heavily on already existing communicative resources. Although these coping skills allow the learner to function, such functioning is limited in scope and often interferes with further development of language proficiency. This latter phenomenon is known in the literature as "fossilization". Although not yet well understood, it is usually associated with people who have been forced into early production--that is, they have been forced to speak before they have developed enough receptive competence to figure out how the new language works. Thus the role of any language intervention program such as ours is to break the double bind situation by providing a cooperative communicative setting where students can have their communicative growth needs met.

Second language acquisition and communicative competence

Acquiring a new language is an additive process, not a subtractive one. Individual learners need to acquire new linguistic resources to interact with new groups of people. To try to replace already existing linguistic resources with new ones is as inadequate as trying to use the already existing ones to function in the new situations the learner encounters.

Therefore the learner needs to be given enough access to the new linguistic resources so that he does not have to rely on already existing ones.

Language skills are embedded in other communicative skills, and these are subject to cultural rules of social interaction. These range from technicalities of pronunciation and sentence structure to sociolinguistic information as to appropriate usage: when, where, how, and with whom. This combination of skills and knowledge which underlies socially appropriate comunication is referred to as Communicative Competence (Ervin-Tripp 1977). To "teach" a new language to a person is then to actively give someone access to and control over new communicative resources which are then integrated into the learner's communicative competence.

Receptive and productive competence

One of the major breakthroughs in modern communication theory was the realization that receptive competence (the ability to understand or decode messages) and productive competence (the ability to send or encode messages) are not mirror images of each other (Troike 1970). The two processes are quite different and the relationships between the two are not yet well understood. Usually receptive competence is much larger than productive competence, that is any individual can understand more than he can express, and he can understand more varieties of a language than he can produce (Bailey 1972). Research on the asymmetries between receptive and productive competence (e.g. Baratz 1969, Labov 1968) tends to show that while receptive competence is usually a necessary condition for productive competence, it is not a sufficient condition for it (for exceptions to this see Ervin-Tripp 1970). In other words, it is possible to understand what is said in a language without being able to reproduce it and without being able to express one's thoughts in that same language. Thus the development of receptive and productive competence appear to be quite independent from each other. Receptive competence is an interpretive skill, a cognitive mapping which informs productive competence. Productive competence is a set of strategies for communicative action.

In addition, there has been a change in our understanding of how encoding and decoding of messages occur. Until recently, we had a brick-building model of communications--that is, both encoding and decoding occurred from the bottom up (or from the inside out). The sequence was supposed to proceed from sound to word to sentence, or more technically, from phoneme to morpheme to syntactical structure. Research on discourse processes shows

that reception, at least, proceeds from the outside in--that is, social meanings are read first, then contextual clues, then the specifics of a message can be interpreted (Gumperz 1982a). If communication proceeds in such large complex units, it is obvious that composing a message must be equally as complex. A mere series of sounds and a string of words will seem utterly insufficient to any sophisticated speaker of a language when learning another. This may account for the fact that when learners of a new language are allowed a period of several weeks for building receptive competence with no pressure to respond in a linguistic manner, their eventual voluntary productive competence shows to be consistently more accurate in all aspects than that of learners who have been required to give more immediate linguistic feedback.

Acquisition versus learning

In recent years a very useful distinction has been made between second language acquisition and second language learning. Acquisition is an unconscious process, and second language acquisition refers to the process through which all aspects of the new language are internalized without conscious linguistic knowledge on the part of the learner. Learning, on the other hand, is conscious, and second language learning refers to the process in which a learner consciously learns about a second language and applies such learning to later performance (Krashen and Terrell 1983).

There is considerable debate regarding the value of learning activities in the development of communicative competence per se, although there is a long tradition of such activities in foreign language classrooms throughout the world with varying degrees of success. Despite Krashen's insistence that communicative approaches to language instruction are a more effective means to language proficiency than methods which encourage a language user to develop a monitor--i.e., a conscious frame of reference usually consisting of "rules" and other conscious information about usage--he notes that these methods "... may be of practical value in situations requiring early speech or when accurate production is demanded after only short training programs" (Krashen 1984, p. 263). Since conscious rules usually have a monitoring function, they can be useful at higher levels of proficiency in contexts, such as the academic, where higher degrees of performance are expected. Use of the monitor is specifically recommended for careful writing and prepared speech (Krashen and Terrel 1983). On the other hand, since excessive monitoring at early stages can cause anxiety which interferes with communicative activities, use of the monitor should be encouraged with discretion and in the context of sufficent communicative activity.

Another consideration is the existence of individual differences between students in their ability and interest in using the monitor. Some people are used to monitoring their speech and behavior in general more than others, and this may have an impact on how they approach their second language acquisition process. Heavy monitor users may in fact welcome conscious knowledge which allows them to monitor their performance even if it slows down their fluency. In some cases, such information can relieve the anxiety created by disorderly or disruptive experiences by organizing information which to them appears to be random.

Two basic principles

The way to meet the basic communicative growth needs of any second language learner have been operationalized by Krashen and Terrell (1983) in two basic principles: 1) comprehensible input and 2) low affective filter.

Simply put, comprehensible input means cooperative communicative interaction with the learner in a manner that the learner can understand. This also means an amount of exposure to such interaction sufficient for the learner to be able to figure out on his/her own, at his/her own pace, how to express his/her ideas in the new language. Affective filter refers to the emotional reactions of second language learners to high performance demands in the new language or to frustrating communicative interactions which place an undue burden on the learner. When pressure to perform in the new language exceeds the newly developed linguistic skills of the learner or occurs before the student is comfortable with his/her new language skills or in uncooperative and socially frustrating situations, the learner will respond by relying on those resources which are familiar to him/her or will develop negative feelings toward the new language and its speakers. These affective filters constrain the learner's willingness and freedom to process the new information he/she is receiving. To keep such affective filters low, anxiety-free communicative situations are best. These are situations in which a learner is given sufficient amounts of comprehensible input in a cooperative, friendly setting, where the learner is allowed to function and progress at his/her own pace. Ideally, when such conditions are present, production develops naturally and performance is much more accurate than when these conditions are absent.

WHAT WE LEARNED

1) Students appreciated a structured and focused approach. Attendance became more regular and participation more responsible in general. Students established stable relationships with their tutors, sometimes preferring not to be tutored by anybody else when their own tutor was unavailable. Students also continued to attend their tutoring lessons even during finals week and vacations. Many continued their tutoring during the summer. We were encouraged to offer tutoring during the summer due to students' continued interest and improved responsible attendance.

2) The EOPS English Skills Survey proved to be very useful, given the lack of experience of our tutors in ESL. The Profiles we interpreted allowed the TESL professional to make accurate and specific recommendations to the tutors about priorities, materials, and activities. The Profiles also made it possible for tutors to have a clear idea of a tutee's needs when a temporary or permanent reassignment was necessary. Given the short time a semester allows for effective tutoring and numerous potential disruptions due to illness, schedule changes, and so on, we found the Profiles (and the logs) extremely helpful. The EOPS English Skills Survey also helped us identify areas of weakness and strength which were not indicated during communicative activities.

3) The EOPS English Skills Survey allowed us to inform the students regarding their areas of strength as well as their weakenesses. This proved encouraging to students particularly those who felt most impatient with their progress.

4) The EOPS English Skills Survey allowed us to identify specific areas of strength and weakness of students whose proficiency was considered low rather than intermediate. With these students the EOPS English Skills Survey Profile provided important starting points. These students profited from tutoring on elementary grammatical structures and some pronunciation. However, in general, vocabulary building activities such as reading or working on idiomatic expressions seemed more satisfactory to both tutors and tutees. With these students, communicative activities were considered most helpful.

5) The replacement of peer tutors with graduate students in the field of communicative disorders proved very successful. They provide an excellent alternative to trained ESL tutors. Their training, orientation and in some cases actual clinical experience allows them to adapt in a short time to the demands of ESL instruction. The maturity and experience of graduate students also added a more professional atmosphere to the

tutoring sessions. We think that both the increased structure of the sessions and the presence of a more professional tutor suited our students well. Many of our students are older and more mature than their American counterparts and they seem more comfortable with formality within the academic setting.

6) As a result of their communicative disorders background, our tutors are accustomed to the concept of teaching language as an instrument of communication. At the same time, they are also familiar and comfortable with language instruction using a diagnostic approach. Because of their particular expertise they are able to receive guidance and specific recommendations from the TESL supervisor and integrate the instruction of particular instructional points with more communicative tasks. Despite the tutors' lack of training in TESL, tutees received useful, specific instruction that their success-oriented attitudes requires, as well as the benefit of the tutors' guidance in applying the skills to a larger English environment.

7) As clinicians in the field of communication disorders, the tutors have skills required to assist students whose language difficulties are sociolinguistic in nature or to diagnose and assist students who have learning disabilities in addition to ESL problems. Although we understand that our program cannot do all things or address all needs, the tutors' concern for the students and their expertise has led to the identification of one student whose inability to read was found to be due to a learning disorder and another whose pronunciation difficulties were partially due to a speech disorder. Both students were able to be appropriately referred.

8) The focus on discrete skills served to provide impatient students a sense of accomplishment. It was most useful and most enthusiastically received by students at the intermediate or advanced intermediate level.

9) We know that our focus on building discrete skills and on learning rather than communicative activities may be considered at first sight to have some potential disadvantages. On the one hand, it may appear to promote a too fragmented approach for students who must function in a native speaking environment. On the other, learning skills often leads to self-consciousness and anxiety about performance. In our experience, these potential disadvantages were outweighed by the advantages. The students who come to EOPS for tutoring are usually painfully self-conscious and anxious about their progress and performance. We have found that tutoring on a one-to-one basis does have an encouraging effect on the shyest students. Helping the students develop a conscious frame of reference, without an emphasis on perfection, can give them control over what may sometimes seem hopelessly random. In addition, we have found that it is possible to focus on specific skills without losing sight of the broader picture.

On Tutoring Adults

We have found that teaching adults is different from teaching children in several important ways.

Adults have a longer attention span than children, and prefer a more thorough coverage. A few well-focused activities or even one activity per session provided a greater sense of achievement. Many adults are used to the discipline of academics and serious study, and feel comfortable with structured sessions. Continuity between sessions also seemed to improve students' commitment to the program.

Adults who are heavy monitor users often need more time to respond. It is important not to fill in silences for them.

Commonly, adults have clear ideas as to their own priorities. We found it useful to learn these and accommodate them as much as possible. However, students' assessments of their own learning difficulties were not necessarily accurate. Sometimes a student claimed to have "writing" problems, when the problems were actually of a structural nature. Some students who were justifiably fond of their accents would insist on pronunciations which could cause them embarrassment. While respect was paid to the students' own perceptions of priorities and goals, we found it possible to negotiate with them regarding why a particular change or activity could be beneficial.

Limited English speaking adults commonly operate under great pressures which neither our society nor the College is able to mitigate. Because of their cultural background and their unmet needs, our adult students often question the system. We found it better to be receptive of such questioning, rather than being dismissive or defensive. Since the tutoring process establishes trust between tutor and tutee, the tutor was often sought out as a peer advisor, to explain why procedures worked a certain way or to offer problem-solving alternatives. This in no way diminishes but rather enhances the role of peer and professional counselors in EOPS programs.

ESL tutoring is not a shaping process, but rather a sharing of information. Although adults appear to feel perfectly comfortable with the asymmetrical tutor-student relationship, adults have their ways of doing things. As facilitators we had to remember that our role with adult learners was to empower them to act on their own authority, even if sometimes we disagreed with their decisions.

Taking into Consideration the Students' Linguistic and Cultural Backgrounds

When trying to understand the difficulties our students encountered in the process of learning English, we found it helpful to familiarize ourselves with the students' linguistic and cultural backgrounds. This was advantageous in two ways. First, it allowed us to deal with pronunciation and grammatical problem areas in a systematic manner, by identifying the sources of difficulty or misunderstanding which were due to transference from the student's language. Second, it allowed us to alert those students who were already monitor users to some of the contrasts of which they were not yet aware between their language and English.

We found, to our delight, that numerous handbooks for the teaching of English as a second language to speakers of other languages had already been prepared by different sources. Lists can be obtained through data searches of ERIC materials; hard copies are available from the ERIC Clearinghouse at nominal cost. The list of studies and materials relevant to ESL instruction is so long that we could not do them justice in this handbook. However, we have included the abstracted versions of a few of these, which we adapted to meet our needs (see Appendix). These ERIC handbooks provide valuable information in non-techinical English for use by untrained volunteer tutors as well as professional ESL teachers.

Familiarizing oneself with students' cultural backgrounds is particularly advantageous in avoiding sensitive topics and understanding different forms of interpersonal interaction. Information about a student's culture can be obtained through written materials. It is also useful to ask for cultural information from each individual student. This makes interesting conversation, and avoids inappropriate generalizations. In our experience, students often enjoy talking about their country and customs to their tutors. Their self-confidence is boosted, and the bond between tutor and tutee enhanced.

Helping the Adult Foreign Language Learner with Pronunciation Problems

It is perfectly possible to communicate in a language while using a very different sound system (e.g., Indian English). However, systematic differences in pronunciation, known as "accent", often lead to stigmatization and ridicule of non-native speakers. In turn, systematic exclusion and frustration in communicative contacts with native speakers interfere with a learner's language acquisition process and create all kinds of psychological stresses including loss of self-esteem. Thus, it is the job of the pronunciation "coach", when dealing with adult English learners, to try to provide the student with the best available linguistic resources to facilitate learning and avoid stigmatization, while not necessarily aiming for perfection or native-appearing proficiency.

After a certain age, patterns of sound production become progressively more difficult to alter, for reasons which are not well understood. These reasons may range from physiological causes having to do with the movement of the muscles of the mouth to questions of identity (e.g., identifying oneself with the way one sounds). Learning a foreign language after a certain age is usually perceived as a very frustrating task. In addition to these basic sources of frustration, unlike a child, the adult is usually faced with extraordinarily complex communication tasks which make trial and error learning very disconcerting. This situation is severely aggravated when the learner finds him/ herself in hostile or socially asymmetrical relations with the host community or the native speech community, and every mistake he/she makes adds to his disadvantaged position and becomes too costly.

Pronunciation, because it is frustrating to learn, is a very sensitive aspect of language and requires patience and faith. Since the learner is very likely to feel awkward and give up, the tutor needs to be encouraging but firm. With adult foreign speakers however, we have what can be called a "Catch-22" situation: they want the help but they feel uncomfortable with being needy; they want to learn the language but they feel embarrassed about their inability to communicate with the same degree of control they have in their own language. Thus it is important to learn to read a student's tolerance limit and stop before frustration and "hopelessness" set in. Unless the student is patient and likes pronunciation drills, which most do not, pronunciation practice should not be overdone. There is only so much that can be accomplished within a particular practice segment.

There are certain advantages to controlled pronunciation practice. In the first place, the student's attention can be selectively focused on the particular areas of difficulty. During a conversation, on the other hand, the message takes priority and constant correction may be too frustrating for the student to take. It is better to bring up problem sounds during natural breaks in the conversation or the tutoring session. One should never assume that pronunciation will eventually improve naturally, without intervention, except at the very early stages of language acquisition. When someone has been forced to speak before having a chance to figure out the sound system, chances are pronunciation will not improve. As long as pronunciation does not interfere with communication in an obvious way, habits become formed and inaccuracies become "fossilized". The sooner a learner gains control over his/her pronunciation, the better his prospects for successful language learning.

Here are some strategies to help with your students' pronunciation:

1) Always distinguish between sound and spelling: Remember, people speak first and then they write. The English spelling system, despite its regularities, is too complex and inefficient to teach. IPA symbols can be used as an organizing strategy for language learners, particularly with those sounds which are problematic. It is helpful if the student has an alternative visual representation of the sound which, unlike English spelling, is consistent. Use of the IPA by the learner should be totally up to him/her. Sometimes students would rather not be encumbered with more than they have to learn. It is important to get the student to recognize rather than to write IPA symbols.

2) Receptive competence always precedes productive competence. Make sure that the student can hear the difference between sounds before embarking onto any production drills. You can pronounce for the student two or three contrastive words and have the student point at pictures or the words themselves to see if the student can recognize what you are trying to teach him/her.

3) Acquaint yourself with the sound system of the student's language, its similarities to and differences from English. Alternatively, find out what the source of pronunciation difficulty is. For example, mispronunciation may arise from different spelling in the student's language, different position of a sound in utterances--final, medial, initial from the particular neighboring sounds (e.g., Koreans have problems pronouncing nl sequences). Subtleties of this sort usually affect the learner's ability to understand as well.

4) Try to gain objectivity about your own language and its sound system. It is important that you understand how it is experienced from the "outside". This makes it easier to explain, describe and teach your language.

5) When working with minimal pairs, always start with the column which is easiest for the student, the one he/she can pronounce and work away from the familiar, toward the more difficult. Do not work with minimal pairs in which all sounds are new or difficult for the student.

6) Keep in mind that sound distinctions are not always binary. In many cases, three- and four-way contrasts may be necessary.

7) It is very helpful to have a large mirror handy when teaching the student a new sound. This way you can model the sound, and the student can repeat, watching his production in the mirror. He can make visual judgements on his own production.

8) Explain the mechanics involved in production when teaching a sound. For example: "To make the /θ/ sound, place the tip of your tongue under the edges of your upper front teeth; then blow out without voice."

9) Obtain a tape recorder and record drills, with the tutor modeling words and sentences and the student repeating. Then play back the tape allowing the student to judge his production against the correct production based on what he hears.

EVALUATING THE STUDENTS' NEEDS

Administering the EOPS English Skills Survey

Although the EOPS English Skills Survey can be administered in any order and in sections, we suggest that it be administered as completely and as early as possible in order to establish priorities and develop a program for the student. However, some students are anxious to start their tutoring as soon as possible, and in those cases the Survey may be administered in two or three sessions.

Profiles should be prepared and recommendations regarding priorities, strategies, and materials made available to the tutors as soon after completion of the testing as possible.

The results of the Profile should be discussed with the student, who should have an ample opportunity to discuss his/her own needs as he/she sees them.

Reading the EOPS English Skills Profile

The Profile will represent the student's areas of strength and weakness. In the Profile are recorded most of the student's responses, so that the interested tutor can note the nature of the student's problems and any systematic errors the student may have made. The priorities and recommendations from the TESL professional should be used as the focus for planning the activities for each tutoring session. One area may take several sessions; as many sessions should be used as are needed to cover a particular problem thoroughly.

Setting realistic short-term goals

While the Profile provides information to focus on specific areas of competence, it is important not to focus so intently on any one area that other areas are neglected. The approach to any short term activities should be open-ended rather than instrumental. For example, to instruct the student to read just a particular kind of technical vocabulary or in a particular area to help the student meet the requirements of a particular course, even if within the recommendations of the Profile, would be ill-advised, and too specialized. Language instruction for minimal functioning is harmful in the long run. It is important to integrate specialized activities within more comprehensive communicative activities and to set the ultimate goal at enabling the student to function more fully and competently in a college atmosphere. This means not just business English, not just colloquial expressions, not just reading comprehension, not just control of grammatical structures. All these must be incorporated into general usage. This means linking what the student learns with what he/she already knows, rather than focusing on the development of one skill at the expense of others.

THE CONTRAST BETWEEN ESL AND ENGLISH INSTRUCTION

(The following remarks were delivered by Marianne Celce-Murcia, Professor of TESL and Applied Linguistics at UCLA, to the Santa Monica College Symposium, "ESL at the Crossroads" on May 30, 1986.)

Dr. Moore, President, Santa Monica College, has given us a great educational challenge and Mayor Chris Reed, Mayor, City of Santa Monica, has shown us how city services can respond in an enlightened manner to the needs of limited English speakers. Also, Mr. Saeed Ali, Glendale College, has given us demographic data showing us that the ESL population in California is growing, not shrinking, and that the need for well trained ESL teachers will be much greater than at present. Now I would like to make some remarks about differences between ESL instruction and English instruction and between ESL teachers and English teachers.

Let me begin with a hypothetical question: Suppose you were between 15-20 years old, suddenly transported with your family to China for the rest of your life, and told you would have to get a university degree using Chinese as the only language. How long do you think it would take you to learn Chinese well enough so that you could compete academically with native speakers of Chinese?

If we ask this question with reference to English rather than Chinese, we know that research has been carried out in Canada at the Ontario Institute for Studies in Education in Toronto which indicates that it takes most immigrant youngsters 5 to 7 years before they can compete academically with native English speakers (J. Cummins, 1981). And once the immigrant students are able to compete academically, they may well still have linguistic needs that clearly distinguish them from native speakers.

The difference between ESL students and native English students occurs in all skill areas (listening, speaking, reading, and writing). Let's look at one critical academic skill--writing--in detail. Several of my graduate students at UCLA have looked specifically at the writing differences that exist between academically parallel native English and ESL students. David Fein (1980) found not only that non-native speakers make more errors than native speakers, but that the two groups tend to make different kinds of errors. The native speakers had problems with subject-verb agreement, vague pronoun reference, dangling modifiers, sentence fragments, and run-on sentences. The non-native speakers, while also having some

problems with subject-verb agreement and vague pronoun reference, had even more serious problems with article usage, prepositions, verb tenses, and a host of other grammatical problems that were not of concern for native speakers of English. In another study, Diane Beth Lindsay (1984) found strong developmental differences in the use of cohesion by native English speakers and ESL students at UCLA. (Cohesion is a cover term for use of reference indicators such as pronouns and demonstratives, use of sentence connectors such as conjunctions, and use of lexical chains that help the reader follow the writer's train of thought in a piece of writing.) The ESL students used more surface markers of cohesion but used them less accurately and less effectively than did the native English speakers.

In the third and final study I'll mention, John David McGirt (1984) found that UCLA ESL students made an average of 7 grammatical errors per 100 words of writing while their native English counterparts made an average of 1 error per 100 words. McGirt typed up all the compositions he had elicited in 2 forms: (1) just as written, and (2) with the grammatical errors corrected. There were no differences in the scores given by expert judges to the compositions of native English speakers before and after the correction of grammatical errors by McGirt; however, for the ESL students only 20% were given passing marks before the grammatical errors were corrected, while 60% passed after the errors were corrected. I could continue, but I feel that these 3 studies demonstrate that the composition products of native English speakers and of ESL students are different enough both qualitatively and quantitatively to warrant some separate pedagogical treatment for the ESL students.

What, then, does the college-level ESL student need that is different from what the native English college students needs?

There are things far more basic even than composition, which is the most advanced and demanding of all the language skills. The ESL student often has difficulties with listening and speaking which are not problems for most native English speakers.

ESL students also have greater gaps in their knowledge of English grammar and vocabulary than do native speakers and these gaps will directly affect the ESL students' ability to read and write efficiently. Also, every language has a unique, preferred way of presenting information in expository writing. ESL students who are literate in their native language will thus encounter problems when adjusting to typical expository patterns in English. This will also affect the ESL students' ability to read and write.

ESL students need special classes and specially trained teachers to help them overcome the various gaps in their second language development. Only when they are at a very advanced level, can they compete with native speakers in English classes. At UCLA, we estimate that only 20% of our ESL students are sufficiently

advanced to do this--such students would score 640-650 on the TOEFL (or some equivalent measure). It is likely that there is even a smaller percentage of such advancecd ESL students at the state university and community college levels. Given that ESL students have special needs and problems which indicate they should be given ESL instruction by well trained experts, let us now consider what a qualified ESL instructor needs to know. The list is long and it is drawn in part from the State of California's specifications for the language development specialist credential. (This credential is for teachers who aspire to teach as experts in ESL or bilingual education programs).

These teachers are expected to know about second language acquisition, language methodology, structure of English (in depth) and the structure of the language(s) of their students --at least in a general sense; they should know the socio-cultural and cognitive aspects of second language learning and teaching, materials evaluation and development, techniques for teaching the four skills (listening, speaking, reading, writing) and a number of other things that are not typically part of the average college English teacher's professional preparation.

The current tendency to place college students having noticeable ESL problems into remedial English composition classes designed for native English speakers is very similar in thinking to the tendency to place non-English speaking children into programs for the mentally retarded. In both cases, a language development problem has been confused with and misinterpreted as an academic or mental deficiency. Such disastrous and inhumane mistakes will be avoided only if all educational institutions in California with ESL students hire qualified ESL experts and allow these experts to assess students' needs, diagnose and place students, and run an appropriate language development program for these students. In fact, the inappropriateness and inadequacy of placing ESL students into remedial composition courses designed for native English speakers could ultimately lead to class action suits, if a large enough number of these students are naturalized immigrants and thus have full legal rights.

I want to add that having one token ESL expert in an English department will have little impact if there are large numbers of ESL students in the educational institution. A staff of ESL experts in proportion to the ESL student body is needed since, unless modified and appropriately supplemented, the composition and literature curriculum designed for native speakers is irrelevant to all but the most advanced and acculturated of our ESL students.

College administrators in California are in a unique position to help decide whether the schools will deal with ESL students in an enlightened and compassionate manner, or will maintain the status quo and pretend that all students are native speakers of

English, when in fact anywhere from 20% to 80% are not--depending on the college and the district.

Let me now return to my hypothetical question and add a twist: Suppose you were between 15-20 years old, suddenly transported with your family to China, and told you would have to get an education using Chinese as the only language...How would you want to be treated if you were this student? Would you want effective and extensive second language instruction in Chinese--or would you want to be thrown in with native Chinese speakers and told to sink or swim even though you would still clearly have problems with listening, speaking, reading, writing, not to mention grammar, and vocabulary? The choice is clear.

It is also clear that public education would be doing a better job with ESL students if the differences in learner needs between ESL students and native English students were understood and effectively addressed by way of appropriate differences in language instruction and in teaching staff. There are many viable alternatives pedagogically, but lumping these two groups of students together and making a teacher who is not a language development specialist teach both groups simultaneously is not one of them.

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NOTE: Copies of the UCLA M.A. theses may be obtained by contacting Library Photo Services, Powell Library Building, Room 6, UCLA, Los Angeles, California 90024. Be sure to specify author, title, date, and whether you desire a paper or microfiche copy.

Outline of ESL Basic Structures Sequence

Most community college students will have already been exposed to the English language and its structures, probably in no particular sequence. Therefore it may not be necessary to adhere to any particular sequence when helping them with problems in language acquisition. However, for the purposes of short-term tutoring, it is helpful for tutors to be familiar with a common sequence and some of the concepts used in ESL. The following is just a sequence of basic structures, because it is at the elementary and low intermediate levels that sequence is most important. When helping a student with complex structures, attention should be paid to whether the student has already mastered the simpler ones. This is especially true when dealing with the mechanics of auxiliaries in tense formation, negation, and question formation.

Verb "to be"
- (present tense)
- this-that (is a ...)
- Negative
- Interrogative
- Introduce "it"
- Introduce I, you, we, they, he/she

Present continuous (progressive)
- To be + verb + ing
- Affirmative statements
- Negative statements
- Questions (yes/no questions only)
- reversal to verb-subject word order

Verb "to have"
- Third person (has)
- Other persons (have)
- No negatives or interrogatives
- This is the tense which expresses customary actions such as "I go to school every day"

"Do" verbs and "non-do verbs"

This differentiation is made only for foreigners learning English, and it does not usually appear in English grammars as such. "Do" verbs are those which use "do" as an auxiliary for negative and interrogative forms. Most verbs in English do this. The few that do not (can, may, must, should, ought) are themselves auxiliaries. They are known as "modal auxiliaries", and are highly irregular. They

should be taught separately. Use of the auxiliary 'do' for questions and negatives needs to be taught, specifically not casually, as the form to negate. The use of an auxiliary for questions and negatives is not common with most languages, so that its use presents problems for foreign learners. Since there is a chance to teach a few new verbs or actions with the present progressive, learners should already be familiar with some common verbs such as go, write, come, drink, eat, and a few others.

Present (indicative)
Third person singular (+s)
Other persons

Negative statements
Third person singular (does not)
Other persons (do not)
Learners should also learn doesn't and don't but should be ready to use either form on request. They should be taught that in academic writing or any kind of formal writing contractions are not used.

Questions
yes/no questions with "does"
yes/no questions with "do"
Do not introduce negative questions such as "don't you think so?" At this point, it only confuses the student.

Do not introduce information questions until later, when the student is fully familiar with the use of does and do. Third person should always come first even with "non-do" verbs. Information questions should be taught and drilled as a separate phenomenon. Learners become familiar with question words early. They learn "what" the first day of class. The other question words such as when, where, how, how much, how old, how many are introduced with "to be" as students learn how to tell the time, the days of the week, in/on/behind, etc.
So it is usually possible to introduce information questions with "do" after the yes/no questions.

Non-do verbs
Can, may and must are the first ones to be taught. These verbs do not require "do" to form negatives and interrogatives. Therefore, they should be taught after the introduction of do verbs, as irregulars. Can, cannot, can't; may, may not; must, must not.

Past Tense (regular verbs)

Start with affirmative statements with a few verbs. Remember that the most commonly used verbs are irregular. Use exercises which require that the student put sentences in the past, from a present progressive or a present indicative.
Introduce "did" as the past of "to do" (as auxiliary).
Introduce negative statements in the past.
Introduce questions. Remember to introduce yes/no questions before introducing information questions.

Past Tense (to be)

The third person singular should always be taught first. This is not a difficult verb to teach. It should always precede the teaching of the past progressive tense.

Past Progressive

This should be taught as a tense which describes an action which was taking place when something else happened. It never occurs by itself. For example: It was raining when he came in. Spanish speakers often use this tense as a past tense. For example: I was talking to Charles yesterday and we were saying that...

Past Tense (irregular verbs)

There is no easy way to teach or learn the irregular forms. Students should learn to memorize lists of verbs with the indicative, past and past participle, e.g., to drink, drank, drunk, and should be expected to repeat them on request. Periodic review of these lists is advised. If a student has problems with the past tense, a few minutes should be spent every session to review a few.

Future tense

This is one of easiest to teach. It is better to skip "shall" at the beginning. Although it is important to introduce it in the context of the future even as a form which is on the way out and used for other purposes. Because it is so easy, some people prefer to introduce it before the past tense to give the students a feeling of accomplishment.

Modal Auxiliaries or "Non-do Verbs"

"Non-do verbs" are auxiliaries themselves and often operate in only one tense or have only a past tense. Their uses are very irregular and should be taught separately. These verbs are can, may, must, might, should and ought. 'Can' and 'may' have similar yet different meanings which should be taught. 'Could' and 'might' serve as past tense for 'can' and 'may'. But these two can also be used as a conditional with a future connotation--for example, Maybe he could do it, or, If you ask her, she might accept. 'Must' does not change in the past. 'Ought' and 'should' are used in the present and sometimes in the past in constructions such as, he should have done that, or, he ought to have known.

For other tenses, other expressions are used. These also need to be taught:

Can, could	to be able to
Should	have to, have a responsibility to, etc.
May, might	to be allowed to
Ought	to feel an obligation to
Must	have to, have an obligation to

Reading and the ESL Student

As we all know, English is notorious for not being phonetic. Although according to reading specialists such claims are inaccurate, it is fair to say that English spelling shows inconsistencies which present problems for the ESL learner. Some of the problems are familiar to native speakers themselves, who often have doubts as to the spelling or even the pronunciation of a word.

The ESL student who is learning the writing and the sound systems simultaneously may find some additional problems. It is normal for ESL students to develop their reading comprehension far beyond their other English skills. In fact, reading is considered one of the ideal forms of increasing receptive competence. However, since the pronunciation of words in English is too inefficient to teach, it is possible for ESL learners to keep the written and the spoken systems so separate that it becomes difficult to transfer what is known in one to the other.

In the United States, people are encouraged to keep the systems separate for the sake of speed. Children are encouraged to read silently from an early age and are discouraged from reading aloud or sounding the words to themselves once they have learned to read fluently. This is not necessarily true in other countries. Often when an ESL student is confronted with words he/she does not know how to pronounce in English, the student will sound them to him/herself in the native sound system or even another he/she may know better than English. So that although from a point of view of speed reading it is advantageous to keep the two systems separate, in the case of ESL students such separation may have counterproductive results.

It is important to realize that problems reading aloud in English do not necessarily indicate that the student does not know the relationship between the written form and the spoken form. However, it is also important to realize that some students may be very proficient in reading, but have little understanding or control over the new sound system. In cases where a student shows this kind of difficulty, it is advisable to read to the student and have the student read aloud to ensure that he/she is sufficiently exposed to the new sound system in connection with the written forms. This is important, to make sure that what is learned through reading can be transferred to oral proficiency and to prevent the student from depending on his/her already existing reading skills, thus reinforcing inaccurate utterances.

From the point of view of an integrative communicative approach, all effort should be made to reinforce the links between different skills, particularly at the elementary and intermediate levels.

SOME "HOW TO'S"

How to divide your tutoring time

Our tutoring sessions are 45 to 50 minutes long. This is the optimal length within a college context. These instructions are offered based on our time. Adjustments can be made accordingly for longer sessions. Shorter sessions are not advised for this type of tutoring.

As mentioned elsewhere, adults have a longer attention span than children; thus it is not necessary to plan more than two activities. A particular focus, such as the mastery of a particular structure or reading of a short story, may take more than one session and it is appropriate to take as much time as necessary to cover the topic thoroughly. Most materials provide activities which can be easily accommodated within a tutoring session.

Sessions should be planned and materials selected in advance to avoid last minute hunting for an exercise or groping for an extra activity.

Warm-up and wrap-up

Some time (may be 7 minutes) should be allowed at the beginning of a session for review or warm-up, and it is useful to allow 5 to 7 minutes at the end for wrap-up of the session.

Focus

If the focus is on vocabulary building, a short reading can occupy most of a session including reading, discussion of terms, and exercises, depending on the student's skill level. Materials should be covered thoroughly, making sure that the student understands and can use what he/she is learning. If some time is devoted to pronunciation, activities should be well focused and short. While some students are very enthusiastic about pronunciation and our tutors were very effective in teaching articulation, we do not recommend that this be the only focus of a session. Even on short-term tutoring it is important not to jump from one focus to the other, or from one activity to the other, too abruptly. Learn to establish transitions and links between activities and topics whenever possible. Learn to work with the flow of the materials and the natural breaks during the sessions.

How to introduce, teach, and/or deal with specific problem structures

Ideally, verb forms and other structures are introduced through readings or in conversation, which helps the student understand their use. When such exposure has not been useful, and the tutees still appear confused regarding when and how to use a particular structure, explanations and exercises can be helpful if well organized to avoid further confusion. ESL materials usually provide their own organization except for ESL review grammars, which tend to assume greater degrees of proficiency. It is important, when selecting materials for this purpose, to choose materials which assume that the structure is new to the student. Even if some of the exercises are easy, this serves as review and grounding for the more complex ones. One of the most common areas of weakness for our students, even the more advanced ones, was the use of tenses, particularly the compound tenses. The following are some strategies to avoid confusion and maximize the value of the exercises:

a) Introduce discussion of the form using the third person only.

b) Explain the uses of the tense in comparison to another already mastered by the student. Until the concept is understood, only one form should be used.

c) Once the concept is understood, the form should be practiced still in third person, using different verbs. For example, if the tense in question is the present perfect, tense mastery of has + past participle to convey a certain meaning should be achieved.

d) When the concept is understood and the form with one person has been mastered, then other forms can be introduced and practiced. Materials which introduce all forms simultaneously should be reserved for later practice, since they require the student to focus on several things at the same time.

e) Relevant readings, writing assignments and conversation should be used to integrate the new structure into proper usage in general communication.

Notes on Teaching Intonation to ESL Learners

The whole question of speech rhythm in English is complicated by the fact that features which in this language are concerned with transmission of the rhythmic impulse are also concerned with the marking of attitudinal contrasts, with the transference of emotional overtones, and following the rules of grammatical integration, with the sequential organization of meaningful units; thus phonological "transgressions" can have far-reaching implications at the semantic level.

The problem of teaching intonation to foreign learners has a lot to do with the major debate on methodology of language teaching. It seems that "naturalistic" learning is most conducive to recognition of intonation patterns and that formal (building-block) training tends to be the least conducive.

Naturalistic learning is based on a sequence which allows for a greater asymmetry between reception and production. Since reception occurs from the outside in, the broader patterns of utterance rhythms are used as clues in the task of understanding.

Formal language teaching, with greater emphasis on production, has been based on a "building blocks" theory of language. This assumes that linguistic utterances are put together from the bottom up--that is, like building blocks, phonemes are put together into morphemes, morphemes into words, words into sentences, sentences into paragraphs, and so on.

The building-block approach develops short utterances and learners tend to program what could be called their "physiological output" to short utterances. Thus, whether the learner is telling a story or developing an argument, the intonation pattern consists of more or less similar sentence units. There is no crescendo toward the climax.

Much of what we do in this program is based on the second view of language. Therefore, it may behoove us for a change to become aware of the possibility of approaching some problems at the macro rather than the micro level. We are relatively alone in this endeavor, since there are few books which are adequate for our purposes; most of them use the micro rather than the macro approach. "Rules" are available for smaller rather than larger units. This is good enough when we are dealing with some production problems. However, when learners have difficulties with listening comprehension, a great deal has to do with their difficulty in recognizing the macro patterns of emphasis, listening for the critical information, and so on. Thus

it is important to teach tutees to deal with utterances at a broader, more global level.

One may choose to focus first on the structure of paragraphs, and then shift to a focus on the stressing of sentences and then on the stressing of words. This can be done simply through readings or the listening comprehension exercises by asking the student to first get the 'gist' of it, then divide the passage into thoughts, then fill in the blanks with specific words.

Stress

Word and sentence stress have to do with the most important bit of information. In a sentence the stressed words are main verbs, and words which contain what could be called the key to a message. While sentences have usually more than one stressed word, the stress usually changes the meaning. So, consider the example:

> You'd better not buy one! and compare with:
> You'd better not buy one!

New learners of English more often than not insist on an even distribution of stress on a sentence. Therefore it is important to sensitize them to the existence of unstressed words. It is possible to do this by picking a sentence and asking different questions about it. For example:

> The theater is located on Mountain Avenue in Upland.
> Where is the theater located? The theater is located in Upland.
> On what street is it located? It is located on Mountain Avenue in Upland.
> What is located in Upland? The theater is located in Upland.

Students should be made aware of how to use stress to say what they want to say. Some suggest that a good method to build awareness of the relationships between stress and meaning is to have students respond to outrageous statements. In this way, emphasis is encouraged and students can see how natural it is to emphasize what is most meaningful. Additionally, the students are encouraged to use what is called a "wide voice range" rather than speak in a monotone. Remember, however, that males in this culture do not use as wide a voice range as do females.

At first, only primary stress should be emphasized without introducing secondary stress. For example:

> Do you feel like tennis? No, I don't feel like tennis.
> Would you like to come for a swim? No, I wouldn't like to come for a swim.
> Can you come to dinner? No, I'm afraid I can't come to dinner.
> Would you rather we met another day? Yes, I think I would rather we met another day.

Learners should be taught the pronunciation contrasts between stressed and unstressed positions. For example:

Unstressed	Stressed
I am here /əm/	Yes, I am /æm/
You are Swiss /ɚ/	Yes, you are /ɑr/
He is there. It is there /z,s/	Yes, he is. Yes, it is /Iz/
For me /fɚ/	Who is it for? /fɔr/
We have got two /əv/	Have you? /hæv/
She has got one /əz,z/	No, she hasn't /hæznt/
You can eat it /kn,kIn/	Yes, you can /kæn/
You can play /km,kəm/	No, you can't /kænt/
You can go /kn/	
A lot of apples /əv/	What is it made of? /ɔv/
A lot of people /ə/	
Look at your shoes /jɚ/	I've got your shoes /jɔr/
Don't tell her /ɚ/	Tell her, not him /hɚ/
	You've got her coat /hɚ/
The ship that sails tomorrow /ðət/	That ship? /ðæt/

Word Stress

You can tell where the main stress ought to be in a word by deciding which syllable is to be kept the most prominent: there is only one stress choice. In speech the word 'questionnaire' might be reduced to 'qustchnare', but never to 'questchnr' because it would be confused with 'questioner'. The main stress is on '-naire'.

Decide where the main stress is placed in the following words: responsibility, anonymous, fascinating, launderette, criminal.

Sentence stress is recognized in the same way. Find the correct stress:

You know.	I don't know.
Half past three.	No, it's a quarter past three.
Why didn't you ring?	Because the telephone was out of order.

The stress pattern is to some extent optional. The response could have been:

Because the telephone was out of order.
Because the telephone was out of order.
Because the telephone was out of order.
Because the telephone was out of order.

The following sentences have two nuclei each. Where would you place them?

If he goes home, we go home.
When winter comes, we can ski.
If they find out, they will be angry.

The following have only three stresses. Where would you place them?

I couldn't possibly have seen the fox.
He promised to send it through the mail.
How many times did she write?

Say the following sentence, 'I wish they hadn't changed their minds', with 4 stresses, with 3 stresses, with 2 stresses and then with 1 stress. It is a matter of rearranging the rhythm of the sentence.

Further 'Rules' of Stress

Short Words (of two or three syllables). Although stress can be found on almost any syllable, there is a marked tendency in English to place the emphasis at the beginning of a word. A nonsense word shows up a language's stress tendency. Where, for instance, would an average English speaker stress the two-syllable word 'dalit'? Probably on 'da-'. Place another syllable before it: 'andalit' and the stress shifts to 'an-'; add a syllable onto the end: 'dalitser'--'dalitser', 'andalitser'--'andalitser'. This inherent English stress tendency can also be observed in the treatment of many foreign names: 'Constantine, Azkenazy, Jacobowitz', and foreign words: 'bourgeois, rendez-vous, ombudsman' regardless of their original native stress. Note also the names 'St. John' [sIndʒən], Newfoundland'[nufInlnd], and 'Calais'['kæləz].

Words of Anglo-Saxon origin are all stressed on the first syllable: 'finger, elbow, father, donkey', etc., except when they start with a prefix--begin, understand, forget, etc. Although there are exceptions stressing the first syllable in two- or three-syllable words is the most reliable working rule. This same tendency is characteristic of the other languages in the Germanic language group.

Long Words (of three or more syllables). These are more difficult to categorize. One of the problems with these long words is that they usually exist in similar form in the student's own language, but are differently stressed. There seems to be a preference in English for some balance in long words, the pivot being somewhere in the middle of the word. Compare:

Therm--thermometer
philanthrope--philanthropy
origin--original--originality
dual--duality--dualistic
Technical--technology--technicality
super--superior--superiority
Czech--Czechoslovak--Czechoslovakia

A. Pattern 0o — System, method, artist, robert, expert, nylon, service

B. Pattern 0oo — company, alcohol, minimum, lottery, optimist, quality, hospital, sympathy

Except in certain categories to be listed, stress most words of 3, 4, 5, and 6 syllables as in section B, on the third syllable from the end.

o0oo	majority, democracy, geography
oo0oo	university, individual, simultaneous
ooo0oo	responsibility, authoritarian, anthropological

Once the ear is attuned to the 0oo pattern, some common categories with different stress patterns are introduced:

C. Stress words with the endings -ic, -ive, -cial, -cious, -tious, on the second syllable from the end

o0o	symbolic, detective, commercial, sensation, flirtatious.
oo0o	automatic, information, continental.
ooo0o	enthusiastic, administration
oooo0o	materialization, nationalization

D. Stress words with the endings -acy, -ary, -ator, -mony, -ory, on the fourth syllable from the end

0ooo	Gladiator, delicacy, January, category, ceremony
o0ooo	legitimacy, vocabulary

E. Stress words with foreign-sounding endings such as -esque, -ee, -eer, -ese, -ette, -ique, -oo, -oon, on the last syllable

o0	trustee, career, Chinese, brunette, balloon
oo0	guarantee, engineer, caravelle, cigarette, kangaroo

F. Keep the same stress as in the word of derivation: -able
o0oo advise -- advisable, adapt, adaptable
0ooo comfort, comfortable, favor, favorable.
(exceptions: prefer--preferable, admire--admirable)

Practice 'word families' such as: real, reality, realistic, realistically, etc.

Long words with different stress patterns:

1. tourist, information, hotel
2. festival, opera, fantastic
3. romantic, Sicily, Hungary
4. fantasy, reality, economy
5. inflation, industry, difficulty
6. president, republic, majority
7. maximum, control, tyranny
8. ecology, giraffe, elephant
9. camera, suspicious, persecution

Reported Speech

Reported speech is excellent overall practice for those students who have a degree of control over verb tenses. It is important to remember that the student should also have a degree of command over sequences of tenses if he/she is to profit from doing reported speech. Sequences of tenses should always be reviewed before venturing into reported speech.

The second consideration when dealing with reported speech is that the student is learning how to speak about speaking. So whenever any task is required of the student, he/she should be given a list of phrases, verbs, etc. with which to "report". For example if the task involves a set of statements in the present/affirmative then such introductory phrases as he said, he stated, he affirmed, he swore, he promised, he insisted, and he reported, should be reviewed and offered to the student as choices. It is not always a good idea to expect the student to provide his/her own words, particularly given the student population that we serve. Most of these students have a great deal of opportunity to 'improvise'; this is how many of them develop habits which are difficult to break and interfere with everyday communication. In these exercises, we provide the controlled input that the students lack in the outside world.

Reported Speech Exercises

Change the statements below into reported speech. For example:
He said: "I am in California."
He said he was in California.
She said: "We are going camping."
She said that they were going camping.

Note that the action of speaking could be past for you, while the action of going camping could still be in the future. For the purpose of this exercise, assume that the speaker and the action spoken about are both in the past.

You may use such introductory statements as he said, she reported, they stated, she reminded us, and we told them. Remember that these phrases can be used followed by the word "that" or not. Also remember that adverbs of time, place, and adverbial phrases often have to be changed. For example, "today" turns to "that day"; "in these times" turns to "in those times"; "tomorrow" turns to "the next day"; "here" becomes "there"; and "there" may have to be changed to "here" or something more specific. Likewise, pronouns may have to be changed. For example "He said: I..." has to change to, "He said he...."; "He said: You..." may have to change to "He said I...," depending on who "he" was talking to at the time of the statement.

1) Affirmative Statements/present tense
He said: "John has a Volkswagen."
"He smokes too much."
"I like that movie."
"He prefers to go out with his girlfriend."
"They are here."
"She wants to go to Paris."
"We often watch TV."
"I trust you."
"You can go alone."
"The theater is very far."
"We are hungry."

2) Negative Statements/present tense
He said: "I am not in California."
"He does not smoke."
"They are not here."
"We are not hungry."
"She does not want to go to Paris."
"They do not have a place to go."
"You cannot come now."
"I don't trust you."

3) Affirmative and Negative Statements/future
He said (promised, insisted, confirmed, stated):
"I will be there."
example: He said he would be there.
"He will come."
"We will never finish on time."
"They will go tomorrow."
"She will know next week."
"He will tell us."

4) Affirmative and Negative Statements/past and present perfect
example: He said: "I was there"
He said he had been there.
"I was there once."
"I have been there."
"He came too late."
"It rained all day last Monday."
"It was very hard to carry the luggage up the hill."
"They tried all day, but did not find me at home."
"We paid the bills early and had no money left."
"They have offended us."

5) Conditional Statements
example: He said "I will go if you join us."
He said he would go if I joined them.
"If we are lucky, we will find it."
"They will come if it doesn't rain."
"She will take Electronics I if she can get in."
"We will let you know if we figure it out."
"You will feel much better once you are done with it."
"Tim will ride with us if his car is not done on time."

6) Questions
Questions are introduced by a different set of verbs, such as ask, want to know, wonder, and inquire. Reported questions (indirect questions) also need to be introduced by a question word (wh-word) such as where, when, how, what, which or by if or whether. If the question to be reported is a yes/no question--i.e., a question which requires an answer yes or no--the word 'if' or 'whether' is used. For example, he asked: "Are you coming?" He asked if I was coming. He inquired whether I was coming. Notice that the verb-subject sequence "are you..." of the question has changed to subject-verb "I was..." This is because a reported question is a statement and the altered word order verb-subject is used only for direct questions in English.

Information questions--i.e. questions which request information or "wh-questions"--require the appropriate question word in the indirect form as well. For example, he asked: "What are you doing?". He asked what I was doing. Notice again that the sequence verb-subject has been returned to its normal order subject-verb.

Let's try some examples. Change the questions below into indirect questions, each one starting with: he asked, she wanted to know, or they inquired.

a) Yes/No Questions
He asked: "Is it too late?"
"Is it raining?"
"Can he do it?"
"Is your mother at home?"
"Does this typewriter work?"
"Am I invited to the party?"
"Does the teacher know about this?"
"Do those children have books in their homes?"
"Do they ever think about us?"
"Will we ever learn to live in peace with each other?"
"Do you have to come?"
"Is everybody supposed to do this?"

b) Information Questions
He asked: "When did it start?"
"What day is it today?"
"How are you going to do it?"
"How long will it be before they arrive?"
"Where did you put the tea bags?"
"What is the instructor like?"
"Where did they go for dinner?"
"How did they manage to explain to the supervisor that it was not their fault?"
"Which of the word-processing programs do you like best?"

7) Commands
Reported commands in English have a very specific form. They usually require that the speaker specify to whom the command is given.
Example: He said to me: "Go!"
He told me to go.
He asked me to go.
He advised me to go.

He said: "Bring me the book!"
"Shut up!"
"Keep quiet!"
"Come early!"
"Eat some more cookies!"
"Try this new formula!"
"Try something new!"
"Come back again!"
"Give my regards to them!"
"Tell her we are here!"
"Call the ambulance!"
"Forget about tomorrow!"

Negative commands are reported as follows:
Example: He said to me: "Don't go!"
He asked me not to go.
Notice the position of the word "not" in the sentence, then change the commands below to reported commands.

He said: "Don't catch a cold!"
"Don't be so slow!"
"Don't be late!"
"Don't tell them our secret!"
"Don't go too far!"
"Don't let them know I was here!"
"Don't let us down!"
"Don't keep her waiting!"
"Don't take it too seriously!"
"Don't drive too fast!"

Now that you know what this is all about, let's try some more complicated examples:

A. Mr. Jones said: "When my son grows up, he will have it better than I have. I work so that he can have an education, a good job, a better life than mine. I want him to have all those things I have not had myself."

B. Elizabeth Smith Geer wrote in her diary in 1847: "It rains and snows. We are starting this morning around the falls with our wagons...I carry my babe and lead, or rather carry, another through snow, mud and water, almost to my knees. It is the worst road..."

C. "I went ahead with my children and I was afraid to look behind me for fear of seeing the wagons turn over into the mud...My children gave out with cold and fatigue and could not travel, and the boys had to unhitch the oxen and bring them and carry the children on to camp."

D. "This morning our company moved on except one family. The woman got mad and refused to budge, or let the children go ...I told my husband about it, and he and Adam Polk and Mr. Kimball went and took each one a young one and crammed them in the wagon and her husband drove off and left her sitting. She got up, took the back track and traveled out of sight."

E. "Meantime he sent his boy back to camp after a horse that he had left and when she come up to her husband, he asked 'Did you meet John?' 'Yes' she replied, 'and I picked up a stone and hit him over the head with it.' Her husband went back to find out the truth, and while he was gone she set one of his wagons on fire, which was loaded with store goods."

F. (From The Misunderstanding by Albert Camus.)

Jan: Go there. Now, leave at once. You see, luck is on my side.

Maria: Please, let me stay. I promise I will not say a word, only to stay beside you till you are recognized.

Jan: No, you would give me away.

Maria: Jan, we've been married for five years and this will be the first night we spend apart. I have always loved everything about you, even when I didn't understand , and I know that really I wouldn't wish you to be other than you are. I'm not a very troublesome wife, am I? But here I'm scared of the empty bed you are sending me to, and I'm afraid, too, of your forsaking me.

Jan: Surely you can trust my love better than that?

Maria: I do trust it. But besides your love, there are your dreams...or your duties; they are the same thing. They take you away from me so often, and at those moments it's as if you were having a holiday from me. But I can't take a holiday from you...oh! I shall never be able to bear it!

Sequences of Tenses

Conditional Clauses (with if)

Conditional clauses can occur in three tenses only. In the same way, main sentences preceded by or intending to contain a conditional clause can also only occur in three tenses. See models below:

1) If present, future
   Example: If he goes, I will go, too.

2) If past, conditional
   Example: If I had a million dollars, I would travel around the world.

3) If past perfect, conditional perfect
   Example: If I had known it was so difficult, I would have never tried it.

Note that these sentences may be constructed in the reverse order: I would have never tried it, if...; I will go if...; etc.

Fill in the blanks with the correct tense of the verbs:

If she learns French, she _____(get) a better job.
If they come, we _____(have) a party.
If you _____(tell) the truth, you will feel better.

If he _____(tell), we _____(know).
If they _____(want) to, we _____(go) camping.
If I _____(find out), I _____(let) you know.

Make your own sentences.
If they _____, I _____.
If we _____, they _____.
If James _____, Henry _____.
If the class _____, we _____.
If it _____, she _____.

If past, conditional

Note the following exception:
If I were you, I would not go. This is the only case in which "were" can be used with "I". It is a remnant of the subjunctive mood which is no longer marked in English.

If they were honest, I would trust them.
If she had time, she _____.
We would come more often if _____.
I would like it better if _____.
He would be happier if ____.
They would vote for her if _____.
He would call earlier if _____.
If she _____(swim) one hour a day, she would be healthier.
If we _____(drink) any more beer, we would get drunk.
If the child were better behaved, we _____(take) him out more often.

<u>If past perfect, conditional perfect</u>

If we had known, we would not have asked you to do it.
If he had had money, he _____(not borrow) it from you.
If they had had the presence of mind, they _____(call) us.
If he _____(be) more patient, they would have gotten along better.
If she _____(understand) his difficulties, she would not have been so angry all the time.
If I _____(have) the knowledge and the energy, I would have done it myself.
If we _____(choose) to live there, we _____(be) very happy.
Pam _____(have) a much harder time, if it _____(not be) for the support she received.

There is another way of expressing this kind of condition.

Example: Had it not been too late, I would have called you.
Had he not known about the delays, he _____(arrive) at the airport much earlier.
Had Sheryl _____(take) more time, we _____(go) without her.
Had things _____(get) any worse, I _____(leave).
Had you _____(not tell) me ahead of time, I _____(be) surprised.

Make your own sentences with this pattern.

Had _____, _____.

Some Important Don't's

There are many strategies which are beneficial in other contexts, but are not recommended in second language tutoring.

1) DO NOT REPEAT ERRORS.
It is important to expose the student to consistently acceptable language. Because so much of what the student produces has to do with what he/she hears, repeating a mistake is like drilling it in rather than eradicating it. When trying to correct a mistake, DO NOT repeat the student's mistake. Do not say "don't say this, say that." Just repeat the correct form, or have the student produce correct alternatives.

2) DO NOT HAVE THE STUDENT CORRECT ERRORS except his own. Some advanced ESL tests give students incorrect forms for the student to correct. This is not a good exercise. Expose the student to consistently acceptable language. If you want the student to produce the correct form, it is better to provide fill-in exercises with several correct options. Correction of inappropriate forms should be relegated only to the training of advanced students who must take advanced tests.

3) DO NOT INTERRUPT COMMUNICATION TO POINT OUT ERRORS.
If errors occur, it is better to deal with them later, one at a time. Do not embarrass or frustrate the student with too much correction.

4) DO NOT ASK THE STUDENT TO REMEMBER WORDS OUT OF CONTEXT.
It is important for the student to remember how to use words appropriately. This means that words should be learned in sentences which reflect the shade of meaning with which the word is used.

5) DO NOT OVERLOAD THE STUDENT WITH SYNONYMS.
Our students were often anxious to increase their vocabulary. While it is helpful for students to be familiar with several ways of saying the same thing, they need to master one word at a time. Synonyms are often used in different contexts, and unless the student is capable of absorbing all the examples, it is better to teach synonyms one at a time, with sufficient examples of usage. Too many synonyms often lead to confusion.

6) DO NOT USE TRANSLATION AS AN EXERCISE.
Translation is good only as an exercise for learning how to translate. Occasionally translation may be used to check for understanding when all other methods fail. But it is better to encourage the students to associate new sounds with direct meanings rather than with concepts in their own language.

7) DO NOT ASK THE STUDENT TO REPEAT WHAT HAS NOT BEEN GIVEN.
A feed and feedback method is best for low intermediate and intermediate students. The students who come for tutoring have ample opportunity to "improvise" in the outside world. To reduce anxiety and promote acquisition, it is best to provide the student with the appropriate vocabulary to discuss a topic.

8) DO NOT TEACH THE STUDENT UNNECESSARY RULES.
Ideally, the learner should acquire the language naturally, without learning "rules". However, in short-term tutoring of discrete skills, it is possible to inform the student about generalizations and patterns of usage. These can be called "applied rules" and they can be helpful in clarification. Generally, however, it is unnecessary and counterproductive to burden the student with linguistic information.

9) DO NOT USE ANY MATERIALS DESIGNED FOR NATIVE SPEAKERS, except at the higher levels. ESL problems differ from native speaker problems. Only materials designed for ESL students should be used.

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APPENDIX

DEFINITIONS OF TERMS

Fossilization refers to specific sounds, structures and misusages due to mislearning or negative transference which have become established through practice and are resistant to change.

Instrumental approach refers to the approach which isolates specific areas of competence and seeks to develop them for instrumental and minimally functioning purposes.

Integrative approach (as opposed to an instrumental approach) refers to an approach which seeks to develop links between different areas of communicative competence, to encourage overall development.

Monitor refers to a frame of reference consisting of conscious knowledge of patterns and conventions about appropriate usage. This knowledge is actively used to monitor one's communicative performance, hence its name.

Negative Transference refers to transference which leads to misusage and interferes with successful communication in the new language. Another term for negative transference is interference.

Oral/aural skills refers to both technical and non-technical aspects of speech production and speech preception. These include phonology, syntax, intonation, vocabulary, general production, listening comprehension and appropriate usage.

Productive Competence refers to all technical and social skills involved in speaking or writing.

Receptive Competence refers to all technical and non-technical social skills involved in understanding or decoding linguistic messages, specifically listening and reading comprehension.

Sociolinguistic information refers to the social information necessary for appropriate usage of terms, idioms, expressions and linguistic styles or codes--e.g., formal versus informal, colloquial, slang--in different social situations.

Transference refers to the linguistic knowledge of the native language which is transferred to the usage of the new language.

Writing and reading skills refers literally to the ability to read and write, including knowledge of the alphabet and ability to write legibly--some non English-speakers are used to a different alphabet--plus reading comprehension and appropriate college-level usage.

INTERNATIONAL PHONETIC ALPHABET (IPA)
SYMBOLS USED IN THIS HANDBOOK

IPA Symbols	Key Words
Consonants:	
/h/	hat /hæt/
/p/	pie /paI/
/t/	top /tɑp/
/k/	keep /kip/
/f/	food /fud/
/θ/	thin /θIn/
/s/	sick /sIk/
/ʃ/	shoe /ʃu/
/tʃ/	chop /tʃɑp/
/w/	wet /wet/
/b/	bell /bel/
/d/	dog /dɑg/
/g/	game /geIm/
/v/	visit /vIzIt/
/ð/	those /ðoUz/
/z/	zoo /zu/
/ʒ/	pleasure /pleʒɚ/
/dʒ/	joke /dʒoUk/
/m/	man /mæn/
/n/	name /neIm/

/ŋ/	sing /sIŋ/
/l/	lead /lid/
/r/	right /raIt/
/j/	yes /jes/

Vowels and Diphthongs:

/i/	east /ist/
/I/	tip /tIp/
/e/	bed /bed/
/æ/	apple /æpl/
/ɑ/	hot /hɑt/
/ʌ/	up /ʌp/ (stressed)
/ə/	upon /əpʌn/ (unstressed)
/u/	boot /but/
/U/ or /ʊ/	look /lUk/
/ɔ/	law /lɔ/
/ɝ/	bird /bɝd/
/aI/	ice /aIs/
/eI/	able /eIbl/
/ɔI/	boy /bɔI/
/aU/ or /aʊ/	loud /laUd/
/oU/ or /oʊ/	boat /boUt/
/Eɝ/ or /ɛɝ/	there /ðEɝ/

SOME FACTS ABOUT ARABIC AND DIFFICULTIES OF ARABIC SPEAKERS WHEN LEARNING ENGLISH

(Abstracted from Schwabe, 1981. Oral Differences in English and Arabic: A View from the ESL Teacher Perspective. CATESOL Occasional Papers Number 7, pp. 14-34.)

Vowels: All English vowels except /ɔ/exist in Arabic. Even those which seem not to exist, such as /I/, /ɛ/, /æ/, /U/ and /ə/ are sounds in Arabic, existing as allophones. What is important to realize is that they are each one of a three-way variation on one English vowel, so it will be necessary to work with a three-way distinction rather than the typical two-way vowel distinction. /I/ varies with /ɛ/ and /i/; /ɛ/ varies with /I/ and /e/; /æ/ varies with /ə/ and /ɑ/; /ə/ varies with /ɑ/ and /o/; /U/ varies with /u/ and /o/. Drill should be meet-mit-met; met-mit-mat; hat-hut-hot; pool-pull-pole; rather than meet-mit, etc.

Vowel length is fixed in Arabic. Arabic has a set of short and long vowels: /i:/, /e:/, /u:/, /o:/. Perceiving vowel length in English is important in working on stress and unstress and for working with diphthongs. This does not present major problems. However, Arab students may have problems with the off glide of /j/ and /w/. Since /ɔ/ does not exist, the diphthong /ɔI/ needs to be taught.

Consonants: In Arabic, consonants are always aspirated. This is an area in which a discussion with the student about a very simple difference in pronunciation can help him/her understand that he/she may be giving signals in tune culturally if he/she transfers his own pronunciation pattern. He will appear to be overly strong or aggressive, maybe even dictatorial, if he aspirates sounds in English in all positions.

/p/ and /b/ are not different sounds in Arabic. /v/ is not a sound in Arabic. Most Arabic students have been exposed to the sound and do not usually have problems. If they do, they have it with the v/f distinction and sometimes also with v/b.

/ŋ/ occurs in Arabic always in /k/ & /g/ environments, so Arabic speakers often add a /k/ or /g/ after final /ŋ/.

/r/ is a flap both initially and finally, but is a trill in the medial position.

/ ? / The glottal stop is a full phoneme in Arabic. Students tend to insert it before initial vowels. This may distort rhythm, and interfere with blending and word transitions. It makes speech sound jerky and can lead to misunderstandings, since a pause has meaning in English.

There are about 150 English consonant clusters which are not permitted in Arabic, as well as any of the 39 initial clusters that may be lacking or difficult. In writing, Arabic students often fail to add endings (in verb tenses, plurals, etc.), often due to their not articulating consonant clusters properly.

Stress and Intonation: Monosyllables in Arabic are always stressed. In contrast, monosyllabic words in English are usually prepositions, auxiliaries, articles, and the like, which are usually unstressed.

Question words where, what, how, are always stressed in Arabic.

On intonation, it is important to realize that in American English we tend to start on the number 2 level of the intonation scale, if you think of using a 1.2.3 scale with 4 as the off scale, indicating great surprise, pain or emotion. The Arab sentence starts between 1 and 2, rather lower than the American English pattern. What happens to you as a native speaker of English when somebody starts a sentence and you cannot hear it? A little bit of annoyance, perhaps even a twitch of resentment, especially if it happens again and again. In addition the Arab pitch pattern is very level in the middle of the sentence. When we hear that pattern we suspect the student is bored or uninterested, or may be sick. We demand more alternation of pitch variation in the English sentence, so when teaching pronunciation we must be alert to this. The 4 level is used in Arabic in normal speech utterances, especially at the end of a sentence. As mentioned, this is reserved for extremity of feeling in English. If an Arab student's speech seems to be signaling too intense an emotional reaction, this might be the reason.

Recommendations:

Vowel Drills:
i/I/e; e/ɛ /æ ; u/U/ou; ɔ/ou/ə

Length of Vowels:
a. Vowels in stressed syllables are longer.
b. Vowel lengthened before voiced consonant.
c. Vowels are lengthened in words at the end of a utterance.

Work with the use of the Schwa ə : to the office, tə; they have gone, həv; he can go, kən (kIn or kĬn).
/ɑ/ is pronounced further back in Arabic and often includes velarization. This sound may be in need of work. Words in Arabic can take only one long vowel so they may have problems with words such as reveal.

Consonants:

/t/ becomes /d/ in American English between 2 vowels (city/ciddy)
before a syllabic /l/ (little)
between unstressed vowels (at another)
between /n/ and an unstressed vowel (plenty)

s/z are made in Arabic with the tongue touching the teeth. In English, the tongue tip touches higher.

PROBLEMS OF CAMBODIAN STUDENTS LEARNING ENGLISH

(Abstracted and adapted from Teaching English to Cambodian students. Information Series No. 18. Indochinese Refugee Education Guides. Center for Applied Linguistics, Arlington, Virginia, 1978.)

The language Cambodians speak is called Khmer (pronounced Kmae). Khmer has its own writing system, but, through the influence of French colonization in the nineteenth century, Cambodians came to use the Latin alphabet at least part of the time. However, as in English, the Latin alphabet is not used phonetically--that is, there may be discrepancies between the way a word is spelled and the way it is pronounced. In other words, Cambodians, like Americans and other English speakers, often use different combinations of letters for the same sounds (e.g. beet, beat /bit/) or the same combinations of letters to create different sounds (e.g., wind /wInd/ and /waInd/). Therefore, like most other students, Cambodian speakers will have difficulty learning to read and write English. In addition, since they assign different values to the letters used in English, they will often get confused, not because they do not know how to pronounce a word, but because they see it written. For example, they pronounce ph as /p/, while in English the same letters are pronounced /f/.

Khmer is not closely related to other Southeast Asian languages like Vietnamese or Lao. In fact, Khmer is not tonal. Intonation is not associated with words but, like English, it is associated with whole sentences, although their sentences may differ in intonation from English. For example, questions which start with what, where, or when have a falling intonation at the end in English, but they have a rising intonation in Khmer. Words in Khmer usually have two syllables. However, due to persistent influence from Indian culture, many borrowings from Sanscrit and Pali are multi-syllabled words.

There are different dialects of Khmer, and speakers of different dialects may encounter different difficulties when attempting to learn English. But since standard Khmer has been taught in schools for a long time, it can be expected that most educated Cambodians will have similar difficulties.

KHMER CONSONANT CHART

Khmer has 17 consonants (or 21 depending on the analysis)

	bi-labial	labio-dental	apical	palatal	velar	glottal
stops	p		t		k	ʔ
(implosives)	b		d		(g)	
affricates				t͡y		
				d		
fricates		(f)	s			h
			(z)			
nasals	m		n	n͡y		
laterals			l			
semivowels	w			j		
rolled			r			

The circled symbols mean that the sound exists only in borrowed words

/ʔ/ is a glottal stop, like the break between syllables in English uh-uh, 'no'.

/b/ & /d/ are implosive; they are pronounced with the air sucked in instead of blown out. They are perfectly audible and easy to understand for Americans.

/t͡y/ is close to English /tʃ/. It is one single sound, not /t/ followed by /j/.

/ny/ is a palatalized /n/, very much like the sound in onion or like the Spanish ñ in 'La Canada'.

/w/ is often used for v which does not exist as a sound in its own right in Khmer.

/r/ is pronounced like Spanish r

/g/, /f/, /z/ and /ʒ/ are sounds which occur only in borrowed words.

Since these borrowed words reflect the language of cultures which at one point or another have dominated Cambodia, they refer to politics, literature, and other specialized topics, just as in English, multi-syllable words reflect the French influence. One can expect that the more educated a Cambodian speaker is, the less difficulty he/she will have with these sounds in English.

Khmer has about eighty consonant clusters and combinations, but many of them are very different from those in English. However, one can expect that Cambodian in general will have less difficulty with consonant clusters than do other Southeast Asians. However, consonant clusters in Khmer occur only at the beginning of words, not at the end, so Cambodian students will have some difficulty with final consonant clusters.

Khmer has 16 vowels, 8 short and 8 long. They are as follows:

i/i:	u/u:
I/I:	
e/e:	o/o:
a/a:	ɔ/ɔ:
ə/ə:	

The structural asymmetry may indicate that this table is not totally accurate. The colon (:) means that the vowel is long.

/g/ & /k/ — /g/ does not exist in Khmer. It occurs in some borrowed words. It may be confused with /k/ especially after /r/. At the end of words it may be confused with /d/.

/b/ — Is implosive. Implosive b is easy for Americans to understand, so unless it interferes with communication in terms of stigmatization, or because it affects other sounds or is not heard, a tutor need not spend much time on this.

/v/ — This sound does not exist as a separate sound in Khmer so it is often confused with either /b/ or /w/.

/f/ — Exists in Khmer only in borrowed words. Alert your Cambodian speakers that ph in English is always pronounced /f/ and not /p/, as in Khmer.

/θ/ — This sound will present difficulties similar to those found in other Southeast Asian language speakers. In the case of Cambodians it will be heard as either /t/ or /s/. Although this may not present problems for Americans to understand, it often contributes to racial and ethnic stigmatization. Th in Khmer is pronounced /t/, so that your students may become confused when reading, even if they can articulate the sound /θ/.

/ð/ — Does not exist in Khmer. Cambodians will substitute /z/ or /d/ for it.

/d/ Like /b/, this sound is implosive. It is not easy to understand when it occurs at the end of words. Consonant clusters that end in d and past tenses present a lot of difficulty for Khmer speakers, which is worthy of special attention.

/dʒ/ Does not occur in Khmer. It will be confused with /j/ or with /ʒ/ (the sound of measure, beige).

/ʒ/ Occurs in borrowed words.

/s/ Cambodians tend to substitute a /h/ for a /s/ at the end of words. Final /h/ is usually not understood by American speakers. Therefore, some time should be spent with plurals, third person singular, etc.

/r/ This sound does not occur in Khmer. Their version of /r/ is rolled or trilled as in Spanish. In addition, it does not occur at the end of words, but only at the beginning. A Cambodian student will have difficulty with final /r/ and with past tenses where a /d/ or /t/ is added. Some time should be spent going over the rules of pronunciation of final ed.

/tʃ/ & /ʃ/ Neither of these sounds exists in Khmer. Cambodians have the /t͡y/ which approximates /tʃ/ and can be successfully substituted for it. But they may have problems distinguishing between /tʃ/ and /ʃ/.

/-d/ Final d deserves special attention with Cambodians because it is implosive, and d does not occur at the end of words. In addition, consonant clusters do not occur at the end of words in Khmer, so that Cambodians have difficulties with past tenses and usually the final /d/ or /t/ is dropped.

As far as vowels are concerned, only two pairs present major problems:

/e/ & /æ/ Neither of these sounds occurs in Khmer. The Khmer student will probably confuse them both in comprehension and production.

/i/ & /I/ A distinction is not made in Khmer, although there is a "barred I"/ɨ/ which is close to a schwa. This pair may present some problems, both in comprehension and production.

PROBLEMS OF MANDARIN CHINESE SPEAKERS WHEN LEARNING ENGLISH
(Abstracted from A Contrastive Study of English and Mandarin Chinese. Defense Language Institute, 1974.)

Chinese consonant stops have an aspirated and an unaspirated form. (Compare with handout on Korean students' difficulties.) However, Chinese does not have voiced stops (see chart). Thus, Chinese students will tend to use the Chinese unaspirated forms of p, t, k, instead of English voiced stops b, d, g.

A Chinese speaker will say:
'pill' for 'bill'
'to' for 'do'
'ket' for 'get'

Chinese does not have voiced fricatives, so Chinese students may pronounce:

/v/ , /z/ , /ʒ/ as /f/, /s/, /ʃ/

That is, they will not differentiate between 'sip' and 'zip', pronouncing both as 'sip', and 'fishes' and 'vicious' both as 'fishes'.

Aspiration: While aspirated consonants in English such as /p/, /t/, /k/ occur only initially, Chinese speakers tend to aspirate them in all positions. As a result, it is difficult for Chinese to hear final unaspirated consonants like the /p/ in 'lap'.

Final Consonants: Mandarin Chinese has only two consonants which occur in final position: /n/ and /ŋ/. Therefore, Chinese speakers tend to either leave off the final consonants or add a vowel after a final consonant if corrected on 'lab' /læb/ they may pronounce /læbu/.

Consonant Clusters: There are no consonant clusters in Mandarin Chinese, so errors are similar to those of other Southeast Asians:

1) Chinese will insert vowels between the consonants
2) They will fail to pronounce some consonants, particularly in final clusters.

Clusters are easier to learn if followed by a vowel. This will allow the lost consonant in the cluster to be pronounced as if it were the first consonant of the following word. For instance, the cluster /zd/ in 'used' could first be taught in the phrase 'he used it'/hi juz dIt/. Once this has been mastered, the student can attempt phrases where a consonant follows, as in 'used books'/juzd bUks/; from that stage he can go on to pronounce 'used' alone.

b/p: Chinese students will have problems hearing the difference between voiced and voiceless consonants in general, and thus will have difficulty making the distinction between /b/ and /p/.

d/t: In addition to the voicing problem, /t/ and /d/ may be pronounced like a flap (similar to /dd/ in veddy good).

d & l: These sounds may also be confused with the same flap.

g & k: As with other stops, Chinese speakers have difficulty hearing the difference, most noticeably when the consonant is in final position.

dʒ & tʃ (ch): A look at the consonant chart shows that although Chinese has many affricates like /ts/, they are very different from English affricates and all are voiceless. Thus, Chinese speakers will have problems differentiating the two and in pronouncing either.

/v/ & /f/ & /w/: Mandarin Chinese has no v, so f will be used for both. In addition, Taiwanese will often pronounce f with both lips /ɸ/. This will sound to an American like an /h/ or /w/.

/w/: Chinese may also pronounce /v/ as /β/ (a voiced fricative form of b common is Spanish, for example). It will be heard as /b/.

s/z: In addition to the voicing problem and the positional variants already discussed, /s/ before /i/ may be pronounced like /s/, which will sound to an American like /ʃ/. Also /z/ may be pronounced like Chinese voiceless /ts/.

ʃ/ʒ: In addition to the voicing and positional problems already mentioned, /ʒ/ may be pronounced like /ʃ/ or /ts/. It may be helpful to suggest that /ʒ/ is pronounced somewhat like Chinese initial /r/.

θ/ð: These are very difficult for Chinese speakers since there are no sounds in Chinese using this position of the tongue and teeth. /θ/ may be pronounced as /s/, /ʃ/, /t/ or /ts/; /ð/ like /z/, /ʒ/, /d/ or /dʒ/.

/m/, /n/, /ŋ/: These usually cause no problems for speakers of Chinese. However, some Chinese dialects do not differentiate between /n/ and /ŋ/ in final position, and speakers of those dialects may find difficulty with English word final /-n/ and /-ŋ/.

l/r: Chinese have difficulty hearing the difference between these two sounds. The Chinese l is pronounced differently from these English sounds, so Chinese students will pronounce both l and r by using the Chinese l. This situation is further complicated: /l/ has two variants in English; so-called "light l" (l) in word initial position and back or "dark l" (ɫ) in post vocalic position or as a syllabic consonant (e.g. subtle /sʌtɫ/). Many Chinese speakers will substitute a vowel (commonly) a high back unrounded /w/ for a syllabic l as in /bɑtw/ for bottle /bɑtɫ/. Some will make the sound substitution also for post vocalic /l/ as /fIw/ instead of /fIl/ for 'fill'. Others will use 'light l' (l) for both initial and post vocalic positions. Some Chinese may pronounce initial /l/ along with /d/ and /r/ as a flap /ɹ/. This may sound like English dd in 'veddy good'.

/j/: In Chinese there is no contrast between the high front vowel /i/ and a high front semi-vowel /j/. Instead, the Chinese vowel phoneme /i/ may acquire a slight non-distinctive glide in front of it at the beginning of a syllable. Because of this, a Chinese student is likely to pronounce 'yeast' like 'East' /ist/.

Vowel Problems: (See Chinese/English vowel charts)

/ɑ/: Chinese has /ɑ/, but its range extends to include /ɛ/, resulting in difficulty for the Chinese speaker in distinguishing English /ɛ,e,æ,ɑ/.

/aU/: This glide is different from the English /aU/ glide in two ways. Chinese /ɑ/ in this combination is pronounced farther back and the /u/ off-glide is not as strong in Chinese as it is in the English dipthong. Thus, /aU/ as pronounced by the Chinese speaker may sound to the American ear like /ɔ/ or /ɔU/.

/æ/: Very difficult for Chinese speakers. May be confused with /e/ and /ə/.

/e/: Is also difficult to distinguish from /æ/. It is within the range of Chinese /ə/, so it may be confused with English /ə/.

/ə/: Chinese schwa /ə/ ranges over the whole medium level. Because of this, the Chinese speaker may confuse English schwa with /e/ in front.

i/I: Same difficulty as for other Asian speakers.

/oU/: This dipthongal variety has a counterpart in Chinese /ɑu/. However, /oU/ may also be confused with /ɔ/. The Chinese /au/ may be substituted for English /oU/.

/ɔ/: May be confused with /ɑ/.

/U/: May be confused with /u/ and /ə/.

Morphology (Word formation)

Both inflections and derivations are problematic for Chinese students.

M Pattern	English	Chinese
Inflection: plurals on nouns	yes	no
Present tense: 3rd person	yes	no
Past tense and past participle	yes	no
Case in pronouns	yes	no
Possessive pronouns absolute forms	yes	no
Derivation: comparative superlative	yes	superlative by prefix comparison by syntax
Feminine/masculine	yes	feminine by prefix
Words in one class from another class	many	fewer
New meaning through prefix un-, in-, anti-	many	many
Variation in noun gender: cow/bull, e.g.	yes	only by prefix
Determiners: this/that these/those	yes	singular and plural not marked
Articles def/indef	yes	no(?)
Possession with different kinds of nouns	yes	no

Inflections: Similar to problems of Vietnamese speakers. Chinese has no inflections for plurals, third person singular, or possessive, and is lacking tenses.

Since the the commonest English verbs are irregular, Chinese students, like other ESL students, encounter irregular verbs initially when studying English. The inflected forms of irregular verbs need to be memorized. Irregular verbs are irregular in many ways, presenting inconsistencies which make it difficult for English learners to remember the forms of the past and past participle.

E.g.				But:			
	sing	sang	sung		fling	flung	flung
	ring	rang	rung		bring	brought	brought
	bend	bent	bent		tend	tended	tended
	lend	lent	lent		fight	fought	fought
	spend	spent	spent				
	light	lit	lit		bite	bit	bitten
					fight	fought	fought
					sight	sighted	sighted
	sit	sat	sat		hit	hit	hit
	spit	spat	spat		knit	knitted	knitted
	buy	bought	bought				
	eat	ate	eaten				
	see	saw	seen				

Added problems

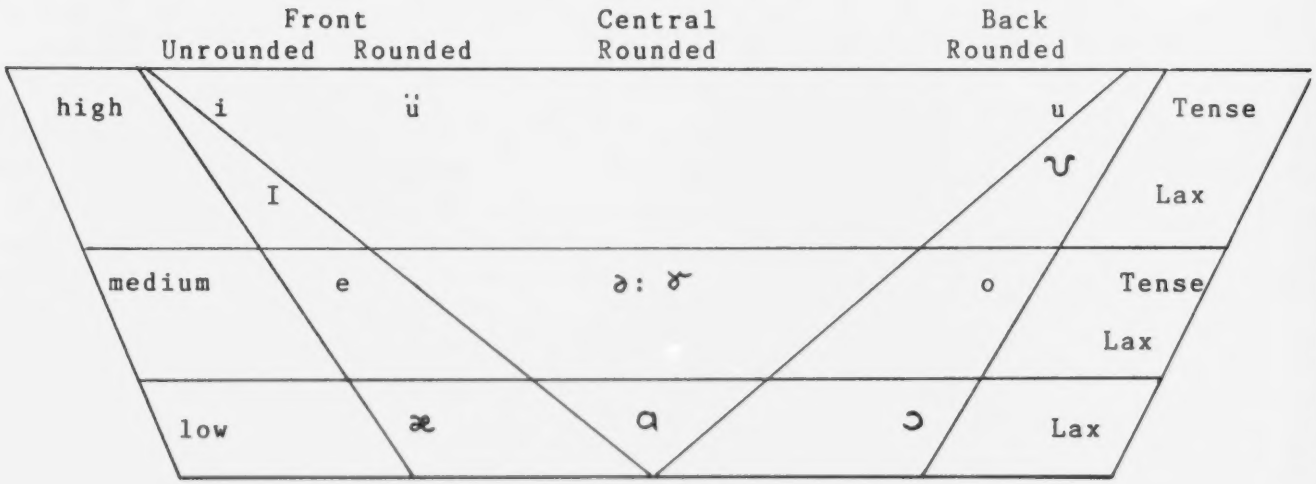
find found found founded founded founded

Bore could be the past tense of bear or present tense of bore (to drill).

lie	lay	lain
lie	lied	lied
lay	laid	laid

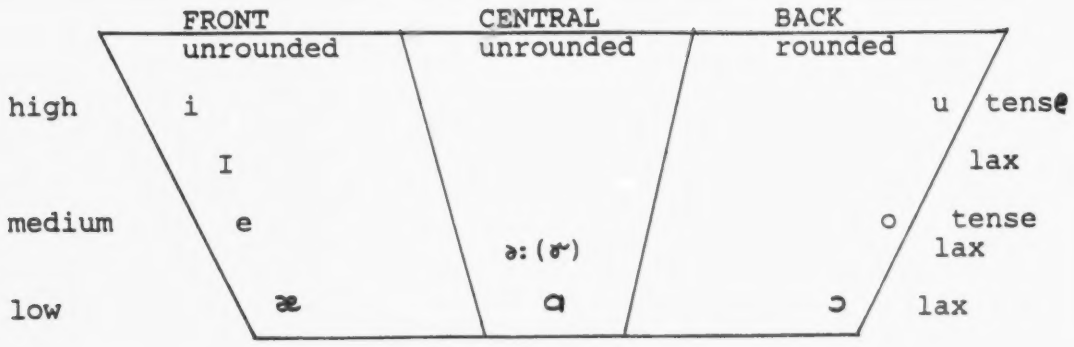
Irregular spellings such as read /rid/; read /red/; lead /lid/; lead /led/; feed /fid/; fed /fed/; hear /hɪr/; heard /hɝd/.

JUXTAPOSITION OF FORM OF TWO VOWEL SYSTEMS:
MANDARIN CHINESE AND ENGLISH

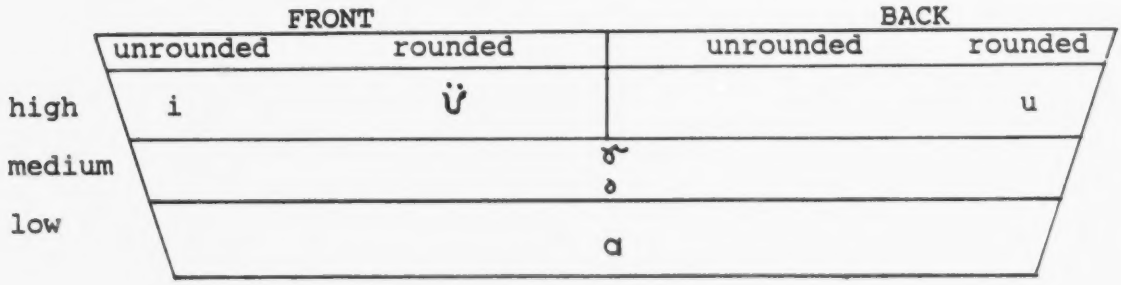


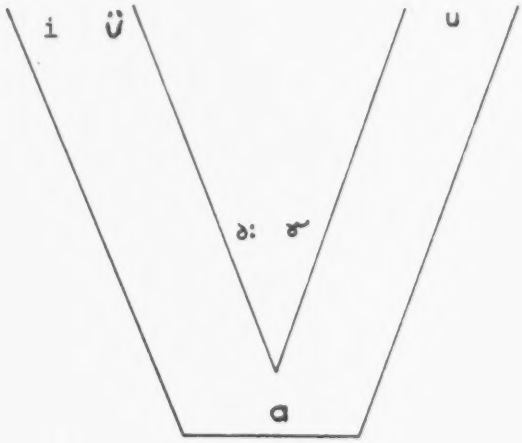
ENGLISH AND CHINESE VOWEL CHART

English Vowels



Mandarin Chinese Vowels





CHINESE CONSONANT CHART (MANDARIN)

parenthesis will indicate phonemes which do not exist in English

	bi-labial	labiodental	apical	palatal	retroflex	velar
stops aspirated unaspirated	p p		t t			k k
affricates aspirated unaspirated			ts' (ts)	(ts) (ts)	(tʃ) (ʈʃ)	
fricatives all voiceless		f	s	ś	(ʃ)	(x)
nasals	m		n			ŋ
laterals			l			
continuants	w				(r)	

Chinese does not have the following English consonants:
/b/, /d/, /g/, /v/, /ʧ/, /s/, /ʃ/, /ʒ/, /z/, /θ/, /ð/, /r/, /h/.

PROBLEMS OF KOREAN STUDENTS IN LEARNING ENGLISH

(Abstracted and adapted from Chu 1979, A Contrastive Analysis between Korean and English for ESL teachers. Office of Bilingual Education and Minority Language Affairs. Washington, D.C.)

Consonants are obstruents, except liquids l and r and nasals m, n, ŋ). English obstruents come in pairs, such as p/b, t/d, s/z, tʃ/dʒ (voiceless/voiced). Korean does not have these pairs. Korean has triads of voiceless obstruents. Each triplet consists of a lenis (soft) voiceless, its aspirated counterpart, and its fortis (hard) 'glottalized' counterpart: p/pʰ/pp, t/tʰ/tt, k/kʰ/kk, tʃ/tʃʰ/ttʃ. The only exception here is the s/ss pair, which has no aspirated version.

The lenis obstruent (the first represented in the triplet) is closest to the voiced obstruent in English, while the aspirated obstruent of the Korean triads is closest to the voiceless in English. As a result, Koreans use lenis obstruents for voiced obstruents (the lenis sounds more or less like final p/t/k) in English and will say: 'tok' for 'dog', 'kot' for 'god', 'tik' for 'dig'. The result is similar to a Spanish accent.

Koreans use aspirated obstruents for voiceless obstruents in English. /p/, /t/ and /k/ in English are aspirated immediately before a stressed vowel but not so or weakly so elsewhere. The main problem is that Koreans tend to aspirate all voiceless stops in English regardless of their position. Thus they often make mistakes by aspirating their t's, p's and k's even where they should not--e.g., in 'speak', 'steam', 'skate'.

Below is a list of problem sound discriminations for Korean speakers:

p/f: English has p/f distinction; Korean does not. Koreans have difficulty hearing the difference between /p/ and /f/--e.g., pine/fine, pile/file, leap/leaf, pat/fat, lap/laugh, cup/cuff. They have no /f/ and the aspirated p /pʰ/ is the closest. So Koreans tend to use the Korean /pʰ/ for /f/. So they often say: 'pound' for 'found', 'pan' for 'fan', 'opt' for 'oft', 'pour' for 'four', 'pin' for 'fin'. Since they transfer /pʰ/ for /p/ in English, Koreans make no distinction between /p/ and /f/.

b/v: Koreans cannot hear the difference between 'ban' and 'van', bow/vow, bat/vat, bet/vet, curb/curve, robe/rove, and so on. Since Korean does not have /v/ and /p/ (the soft lenis) happens to be the closest, Koreans often use /p/ for English /v/. They say 'pow' for 'vow', 'pet' for 'vet', 'rope' for 'rove'. Since Korean has no /b/ and since /p/ is the closest, Koreans tend to say 'pan' for 'ban', 'pack' for 'back', 'prick' for 'brick', 'cap' for 'cab', 'cup' for 'cub' and so on. Since they often use /p/ for both, the b/v contrast is lost in their English.

s/z: English has both sounds, while Korean does not have /z/. Koreans seem to have no difficulty hearing the difference, but since /tʃ/ is the closest thing left for /z/ (since /s/ is used for the English /s/) Koreans say: 'chipper' for 'zipper', 'chest' for 'zest', 'chew' for 'zoo'.

Korean /tʃ/ is transferred for the English /dʒ/ as well (since Korean does not have voiced obstruents). In other words, not only do Koreans substitute /tʃ/ for /z/ but also the z/dʒ contrast is lost in their English.

l/r: English has this contrast. Korean does not. Koreans have difficulty hearing the difference between the two English sounds. Thus they often find it difficult to discriminate 'light' from 'right', load/road, lead/read, led/red, low/row, lay/ray, cloud/crowd, and so on. Korean has one sound which is close to l and r. Koreans transfer this in-between sound for both l and r. As a result, the l/r distinction gets lost in their English.

θ/ð: Since these sounds do not exist in Korean, Koreans find it difficult learning how to use them. Since /s/ is closest to /θ/, Korean speakers tend to use /s/ for /θ/. Thus, they will often say 'sin' for 'thin', 'sing' for 'thing', 'sree' for 'three', 'srow' for 'throw', 'sief' for 'thief'. They also have difficulty hearing the difference between /s/ and /θ/. They often cannot tell 'sick' from 'thick', 'sin' from 'thin', 'sign' from 'thigh'. Since /t/ is closest to Korean, learners often use /t/ for /ð/ and say: 'tis' for 'this,''ten' for 'then', 'tem' for 'them', and so on. They cannot hear the difference between /d/ and /ð/ so they cannot tell 'den' from 'then', 'does' from 'thus', 'dose' from 'those'.

i/I: Some dialects of Korean have this distinction and some do not. Those Koreans who do not have it in their dialects have problems hearing and pronouncing it. They cannot distinguish between 'beat' and 'bit', 'heat' and 'hit', 'reach' and 'rich'.

u/U: This distinction does not exist in most dialects of Korean. As a result, Koreans have difficulty hearing the difference between 'luke' and 'look', 'pull' and 'pool'. Consequently they also have problems with production.

e/æ: Lost in most Korean dialects. Koreans have difficulty hearing the difference between 'bed' and 'bad', 'pet' and 'pat' and so on.

ɔ/oU: There is no comparable distinction in Korean, so that Koreans have difficulty hearing and pronouncing the difference between 'coat' and 'caught', 'bought' and 'boat'.

Sounds in sequence

Consonant clusters: Korean has few consonant clusters. The language allows no word-initial consonant clusters, and a few word-medially and word-finally. Of those allowed, the ones which occur finally seem to be on their way out. Thus Korean speakers have most difficulty with clusters initially and finally. When they pronounce clusters they insert a "barred I" /ɨ/ or a schwa /ə/ between the consonants to de-cluster them. Koreans will say: /səteI/ for /steI/ 'stay' and /sətəraIk/ for /straIk/ 'strike'.

/n/+/l/ sequence: In Korean /n/ becomes /l/ when it is followed immediately by a /l/, so Korean learners will say: 'olly' for 'only', 'mally' for 'manly' and 'keely' for 'keenly'. Korean /l/ is between English /l/ and /r/ so that Koreans often mispronounce the English n+r sequence as something like l+l, they say 'helly' for 'Henry', 'greel lobe' for 'green robe', and so on.

p/t/k/ + m/n/ŋ: In Korean p/pʰ/pp, t/tʰ/tt, k/kʰ/kk become m/n/ or ŋ respectively when immediately followed by m or n. Koreans therefore, will say 'king Mary' for 'kick Mary', 'tayng me with you' instead of 'take me with you', 'bean Mary' instead of 'beat Mary'.

/m/+/n/+/l/: In Korean /l/ becomes /n/ when it immediately follows m or ŋ so Koreans often say: 'Hammet' for 'Hamlet', 'kingny' for 'kingly', 'the same nady' for 'the same lady'.

/j/ + /i/: (as in 'yield' or 'yeast') /j/ does not exist in Korean, so Korean speakers have difficulty hearing and pronouncing the difference between 'yeast' and 'east', 'year' and 'ear'.

Stress: Koreans have problems distinguishing between English stressed and unstressed vowels. The blurring of vowels in English in the unstressed position and the use of the schwa need to be taught.

DIFFICULTIES OF SPANISH SPEAKERS LEARNING ENGLISH

(Adapted from English pronunciation lessons for the Spanish-speaker. CATESOL Occasional Papers No. 9, 98-113. Hoerner, B., 1983.)

WARNING: This document has been abstracted and modified for the purposes of this handbook only. While most of the information and examples are drawn from the original, examples and comments have been added and some sections have been deleted. For fuller information, citation and accuracy the original--available on microfiche and hard copy as ERIC Document ED 224 339--should be consulted. Please do not circulate without this warning.

Spanish speakers have problems with both consonants and vowels.

Consonants:

/d/ and /ð/ — The two sounds exist in Spanish, but they do not have phonemic value. That is, if one substitutes one for the other, a Spanish speaker will probably not notice anything strange. In Spanish /d/ is initial and /ð/ is intervocalic, but they are allophones of /d/. Spanish speakers use that distribution in English as well, pronouncing 'they' like 'day' when the previous word ends in a consonant and 'ladder' similar to 'lather.' The learner should be taught to hear the difference and be made aware of the phonemic value in English through minimal pairs.

b/β, g/ɣ — This distribution of voiced stop and fricative occurs also with /b/ and /g/. However, since the fricative sounds do not occur in English, their potential for misunderstanding is minimal. Fricative b /β/ can be confused with /v/ by English speakers. Time devoted to this is purely for cosmetic purposes.

/θ/ — Voiceless counterpart of /ð/ exists only in Castilian Spanish and it is the pronunciation of the letter z in all cases and of c before e and i. In the rest of the Spanish speaking world, the /s/ sound is substituted. The result is that a Spanish speaker will tend to say 'sick' for 'thick' or 'sin' for 'thing.' For the most part, Spanish speakers can pronounce /θ/ and can also hear the difference between it and /t/, /ð/ and /s/. Therefore it is important to train them to observe the English phonemic distinction only when there is danger of misunderstanding. Minimal pairs can be very helpful here.

/p/, /t/, /k/ These are pronounced without aspiration in Spanish. These Spanish sounds are usually confused with their English voiced counterparts by English speakers. Thus, the differences should be pointed out, and students taught how to articulate these sounds with an aspiration in word-initial contexts. These sounds should also be contrasted with their voiced counterparts in all contexts.

/f/ /f/ exists in Spanish, but is sometimes bilabial rather than labiodental. This sound does not need to be taught. It can be contrasted with /v/.

/v/ The sound /v/ is not used in Spanish. The letter v, inherited from Latin, is always pronounced like a Spanish /b/. Because the writing system reflects the difference and creates spelling difficulties, most literate Spanish speakers are familiar with and can pronounce the difference between the two sounds when they pay attention to it. However, since they do not recognize a different phonemic value, and /b/ in Spanish is often fricative, they may not at times hear the difference between /v/ and /b/ in English. It is best to teach students to recognize that what they hear as /β/ in English is always a /v/. The task of the student is to learn to recognize the phonemic distinction and to get used to pronouncing the difference. Minimal pairs and contrastive sentences can help.

/s/ and /z/ Spanish speakers will be able to pronounce /z/ with ease only before a voiced consonant, in which case it is an allophone of /s/. Contrastive exercises are required in all contexts to emphasize the phonemic value of each. Practicing words with /s/ before voiced consonants--e.g., 'policeman,' 'bus boy,'--can be very helpful.

/ʃ/, /ʒ/, /tʃ/, /dʒ/ and /j/
The distinction between the remaining four sibilants and the semivowel y is among the most difficult for the Spanish speaker to master. Care should be taken to present them sequentially to insure that the student learns to produce each sound confidently in isolation. After that, it is advisable to practice them contrastively in various combinations until the student can differentiate them with ease, for example in the case of /ʒ/, /dʒ/ and /j/.

/ʃ/ does not occur in Spanish except as the sound used to command silence; thus students have to learn to pronounce it in the context of other sounds rather than in isolation. Since Spanish has /tʃ/, students usually substitute it for /ʃ/. Making this distinction appropriately must be emphasized. After pointing out the contrast between the two sounds through minimal pairs or other means, it may be better to practice only words with /ʃ/.

Pronunciation exercises should include minimal pairs with /s/, /ʃ/, /z/ and /ʒ/ as well as /ʃ/ and /ʒ/. /tʃ/ and /dʒ/ already exist in Spanish, so that four-way contrasts are recommended.

/j/ and /ʒ/ are used interchangeably in Spanish.

/dʒ/ occurs as the pronunciation of the letter y after /n/ (e.g. inyectar). This may account for the fact that Spanish speakers often substitute /j/ for /dʒ/ and /dʒ/ for /j/ in word-initial position. They will say 'yob' for 'job' and 'jew' for 'you.' To avoid such substitution it will help to contrast the two sounds in all contexts possible. To illustrate and practice the difference between the six phonemes, such contrastive exercises as the following are recommended.

sue zoo shoe chew Jew you

She says the judge gave you a beige Swiss watch.

/w/ This sound does not exist in syllable-initial position in Spanish. Spanish speakers often substitute /gu/. Practice is recommended. In addition, Spanish speakers have difficulty with the /wU/ sequence, and substitute /u/, so that they pronounce /ud/ for /wUd/ ('would') and /ul/ for /wUl/ ('wool').

Initial consonant clusters

/θr/ Since neither of these sounds exists in Spanish, it requires special practice.

/sl/ This cluster does not occur in Spanish.

/sf/, /sk/, /sm/, /sn/, /sp/ and /st/ occur in Spanish but never initially. The Spanish speaker will commonly pronounce words like school and Spanish with an /e/ added at the beginning, modelled after 'español' and 'escuela'. Breaking this habit requires practice but can be achieved.

/str/, /spr/, /spl/, /skr/ and /skw/. These are particularly difficult for the Spanish speaker due to the same tendency mentioned above.

Final consonant clusters

Because Spanish has no final consonant clusters at all, the Spanish speaker will reduce all such clusters. This is a major cause of misunderstanding since many English words are changed when part of a final consonant cluster is eliminated.

examples:	car	card	wolf	wool
	coal	cold	belt	bell
	milk	mill	tent	tent
	film	fill	think	thin

Spanish speakers will often say, 'I have a green car' for 'I have a green card.'

Of the 64 final consonant clusters that can occur in a single morpheme word in English, over half contain /l/ or /r/. All of them are difficult for the Spanish speaker.

An additional 84 final consonant clusters occur when the bound inflectional morphemes /z/, /s/, /d/, and /t/ are added to English words. Since failure to produce these results in syntactical as well as phonological error, they are a major problem. The Spanish speaking learner will need help with s for plural and third person singular and for ed past tense endings. Luckily, the "rules" (included in the Appendix of this handbook) are similar for both and can be effectively taught.

Vowels and Diphthongs

/i/ and /I/, /u/ and /U/

These pairs of vowels present the same problem for the Spanish speaker. English /i/ and /u/ often occur with a semivowel glide /Iy/ and /Uu/, whereas in Spanish they remain pure. In addition, Spanish /i/ is somewhere in between /i/ and /I/ and /I/ does not exist. Thus this is a major source of misunderstanding which can at times be very embarrassing. The task of the student is to learn to add a glide to /u/ and /i/, and to learn discrimination and production of /I/ and /U/. Minimal pairs help, but both /I/ and /U/ are easier to pronounce in context than in isolation.

/e/, /E/, /o/ and /ɔ/

These two pairs occur in glides /Ey/ and /ow/ in English. Spanish /e/ and /o/ remain pure. Spanish does have an /ey/ diphthong, which is very common, while /ow/ occurs in only one uncommon word. Spanish speakers have fewer difficulties with these sounds, since their task is to remember to use the glides where appropriate. /E/ and /ɔ/ exist in Spanish, but they are allophones of /e/ and /o/ and occur in different contexts than in English.

/æ/

Spanish has an /a/ sound which Spanish speakers substitute for /æ/, and also often for /ɑ/ and /ʌ/. All three sounds are heard as allophones by the Spanish speaker. Helping the students discriminate between them can avoid substitutions which lead to misunderstandings. Minimal pairs like hat/hot and hat/hut and three-way distinctions are appropriate. It is important to notice that in the first set (hat/hot), the Spanish speaker is clued or guided to make a distinction (even if not accurate) through spelling which in Spanish corresponds also to phonemic distinctions. But in the case of the second set (hat/hut), there are no visible clues. The fact that the word 'hut' which in Spanish would be /ut/ or /hut/ should be pronounced like an /a/ is taken as yet another example of English spelling inconsistency.

/ʌ/

can be produced in Spanish, but since it is not perceived as a phoneme, it must be taught and contrasted with /æ/ and /ɑ/.

/ə/ The schwa does not exist in Spanish, and is difficult for the Spanish speaker to produce. The reduction to schwa of vowels in unstressed positions or when a word is in unstressed position--usually function words like conjunctions, prepositions, auxiliaries, etc.--has to be taught. A good grasp of the use of the schwa is very helpful. Spanish speakers are usually confused by the schwa and tend to substitute a fuller vowel sound. See section for Stress below.

/ɚ/ This frequent English sound is very difficult for Spanish speakers to learn, but it can be taught, and its mastery is usually helpful for both understanding and pronunciation. It is easier to pronounce at the end of words such as 'water' but it is much more difficult in such middle contexts as 'girl', where a final consonant cluster is also involved. Attention to this sound is both useful and usually very rewarding.

Diphthongs

English diphthongs present no major articulation problem for the Spanish speaker, since all of them are similar to diphthongs which exist in Spanish. In English, however, they occur in different contexts. Moreover, unlike Spanish diphthongs, they are represented by single letters such as a for /eI/, o for /oU/, i for /aI/, u for /ju/ or by different combinations of letters which are confusing for the Spanish speaker, for example: steak /steIk/, coal /koUl/, loud /laUd/. Attention should be paid to diphthongs particularly in the context of heavy reliance on reading materials. Systematic spellings for diphthongs should be pointed out where possible, e.g, ou and ow for /aU/, a for /eI/ in words like 'case', and so on.

Stress and Pitch

When discussing the schwa /ə/ above, the importance of teaching the variation in pronunciation of words and vowels in unstressed position was indicated. The value of stress in Spanish is also phonemic but supposedly less complex and varied than in English. Words and syllables are given more even stress in Spanish.

Differences in pronunciation and stress between such noun/verb pairs as 'rebel' (noun) and 'rebel' (verb) can effectively be taught. This helps Spanish-speaking learners in both reception and production.

'record/re'cord
'conflict/con'flict
'conduct/con'duct
'increase/in'crease

Compound nouns are usually stressed on the first syllable, whereas adjective+noun combination have a stress on both words:

Examples Compound Nouns	Adjective+noun
'classroom	'big 'room
'bookstore	'new 'store
'White House	a 'white 'house
'greenhouse	a 'green 'house
'tennis shoes	'red 'shoes

Three- and four-syllable words with primary stress on the first syllable are difficult because they often have cognates in Spanish which are stressed on the second or third syllable. Additionally, some endings like -able become reduced in English.

First Syllable

interesting	secretary
vegetable	temperature
comfortable	literature
restaurant	newspaper

Second Syllable

immediate	democracy
certificate	enjoyment
discussion	decision

Suffix determined stress rules

Rules for predictable location of stress, as determined by the word ending, can be learned. Some frequently occurring endings are: -ous, -ry, -ci-/-si/-ti-, -ate (different rules for verb and adjective/noun), and -ace/-ice/-ess/-is).

Rapid Speech Phonology

In addition to pronouncing individual sounds correctly and attending to proper stress and pitch patterns, the learner of English as a second language needs to be concerned with the phenomenon of word linking, or the blending of sounds across word boundaries. For Spanish speakers this involves learning to recognize and use two transitional devices known in their own language, the glottal stop (ʔ) and the open juncture (+). If the student says ah-ah-ah-ah-ah repeatedly with short stops between, he/she will get the feel of this stoppage of air at the glottis. In addition to being used between words, the glottal stop can occur in place of tt in words such as 'bottle' and the t in 'mountain'.

Of the four situations possible in word linking (vowel to vowel, vowel to consonant, consonant to consonant, and consonant to vowel), it is the transition from vowel to vowel that is perhaps most problematic for the Spanish speaker, since he/she must refrain from blending the two sounds as completely as is customary in Spanish. For example, in Spanish two like vowels are blended completely into one. In English, however, the blending of two like vowels results in one long vowel (longer than that vowel is ordinarily), or, the blending is totally avoided with the insertion of a glottal stop. (This alternative to blending is always available to the English speaker.)

The transition from vowel to consonant is also problematic. While in Spanish the consonant is influenced by the preceding vowel, in English there is no such blending; rather, a staccato-like effect is created (e.g., the phrase "to the store").

In the remaining instances, consonant to consonant and consonant to vowel, the primary problem for the Spanish speaker is combatting a tendency to drop final consonants and reduce final consonant clusters. (One such example is the pronunciation of 'orange juice' which Spanish speakers often pronounce /orIndʒus/). Once this consonant to consonant pronunciation problem is overcome, blending is easy, for in these instances, there is a "running together" of sounds across word boundaries in both languages. (For example, in the combination "cross over," the "s" is pronounced as if it were connected to the second word.) Of course, here again, the possibility exists of inserting a glottal stop in English instead of blending the sounds.

Practicing connected speech, such as sentences and dialogs, or telling short anecdotes is generally most useful to the Spanish speaker. Songs are also helpful to practice linking.

PROBLEMS OF VIETNAMESE SPEAKERS IN LEARNING ENGLISH

(Abstracted and adapted from A brief look at the Vietnamese language: Sounds and spellings, Teaching English pronunciation to Vietnamese and Teaching English structures to the Vietnamese. General Information Series Nos. 6, 4, and 11. Indochinese Refugee Education Guides. Center for Applied Linguistics, Arlington, Virginia, 1976.)

Vietnamese Sounds which Exist in English

m, n, ŋ (ŋ͡g),
t (closest to t in letter)
j - spelled y, d, or gi
w - spelled hu
i - spelled i (like beet)
eI- spelled ay (pronounced like in play)
u - spelled u (like in boot)
oU- spelled au (like in boat)
ɑ - spelled a (as in father or cot)
aI- spelled ai (as in bright)
aU- spelled ao (as in how)
I- spelled oi (as in boy)
ʌ (ə) spelled o (as in above)

Sounds which Occur in English but not in Vietnamese

These are sounds which give the English learner the most trouble. He/she will mistake them for the closest Vietnamese or English equivalent and pronounce them accordingly, so he/she must be directed to distinguish them from other sounds, then taught to pronounce them correctly.

/θ/	as in ether will be confused with	t in tell or s in see
/ð/	those	d in dog or z in zero
/p/	pin	b in boy
/g/	gay	k in king
/d ʒ/	gin	z in Zen
/ʒ/	pleasure	z in zero or d in gin
/I/	pin	i in beet
/e/	bet	æ in bat
/æ/	bat	e in bet or ɑ in father
/U/	book	u in boot or ʌ in above

1) In Vietnamese (and also languages of the Thai family which include Black Thai and Lao), only one of the following sounds can occur at the end of words: /m/, /n/, /ŋ/, /p/, /t/, /k/.

2) Vietnamese speakers have problems both hearing and pronouncing final voiced stops (e.g. /b/, /d/, /g/).

3) The problem with consonant clusters is complex and goes beyond the perception or articulation of single sounds. There are no consonant clusters in Vietnamese. Sound sequences are very different in the two languages. In Vietnamese, clusters are limited to ones containing w.

4) Numerous English phonemes such as /i/ and /I/ and /p/ and /b/ are either confused with other sounds by Vietnamese, or heard or articulated in ways which make diction unclear.

5) Since their language is tonal, Vietnamese speakers are used to associating tonal differences with words rather than with sentences. Therefore, Vietnamese speakers will be listening for information which in English is meaningless.

Consonant Clusters

Vietnamese has no consonant clusters (i.e. sequences of consonants in words). English, on the other hand, has consonant clusters initially in words (pray, pry, cry, please, clean, strike, thread, and so on); medially (e.g. basket, cluster, badly, footnote, unlike); and finally (cold, sixth, sent, length, vowels, and so on).

This difference in patterning results in the Vietnamese student's having difficulty pronouncing consonants in sequence, over and above the difficulties he/she might have in pronouncing the consonants by themselves. Since there are so many consonant clusters in English, this is probably the most immediately noticeable difficulty Vietnamese learners of English will have. They will try to break up a consonant cluster by inserting a vowel between the consonants (saying, for example, 'suhtop' for 'stop', or simply by dropping the second or third consonant (saying, for example, tol for told, etc.)

Final consonant clusters involve grammatical as well as phonological problems. The English plural (book-books), possessive (John-John's), third person singular (I bite-he bites), and the past tense (talk-talked) are all formed by adding s, z, t, or d to the end of words, thereby creating final consonant clusters. The Vietnamese learner of English will have difficulty with the consonant clusters because Vietnamese has no

consonant clusters, and he/she will also have difficulty remembering to put the plural, past tense, third person singular or possessive endings onto the words in the first place, because Vietnamese has no grammatical endings. The tutor should thus pay special attention to the following final clusters:

-bd	as in rubbed	-gz	as in bags	-pt	as in rapped
-gd	tugged	-vz	loves	-kt	packed
-vd	loved	-ðz	breathes	-ft	laughed
-ðd	breathed	-mz	frames	-st	passed
-zd	buzzed	-nz	bans	-tʃt	watched
-dʒd	judged	-ŋz	bangs	-ps	raps
-md	bombed	-lz	bills	-ts	bats
-nd	banned	-rz	bars	-ks	books
-ŋd	banged	-ld	boiled	-fs	staffs
-bz	rubs	-rd	barred	-θs	baths

Structural Problems

Suffixes: There are no suffixes in Vietnamese. Your students will forget to add s (etc.) to form plurals and third person. This is both a structural and a sound problem. The possessive in Vietnamese is closer to the Latin 'the leg of the table' than to the English 'John's book'.

Comparatives also pose a problem. The particle equivalent to 'than' in Vietnamese incorporates the -er and -est meanings, so students forget to use these endings.

The -ly adverbs are also difficult for Vietnamese speakers, since the same form is used for both adjective and adverb (e.g. progress is slow; time goes by slowly).

The -ing ending is often omitted. In Vietnamese the same form of the verb is used even when the verb is used as a noun (I love skiing, e.g.). There are no be sentences in Vietnamese where be is followed by a predicate adjective (e.g., the pencil is long.) The equivalent in Vietnamese translates literally to something like pencil long.

Tenses: There are no tenses in Vietnamese. Modifying particles similar in function to can and should and adverbs such as often are used instead. Already may be used as a perfect tense or a before the present marker:

e.g.	I go already	for	I have gone
			I had gone
			I went

Questions: Questions pose a problem of word order, since in Vietnamese, the order of words does not vary. In addition, questions which use do and does present difficulties, as such auxiliaries do not exist in Vietnamese. In fact, most languages accomplish negatives and questions in simpler ways than English.

Negatives are formed by adding a particle similar to not after the verb in Vietnamese. In English, we do the same in the case of may, can, and should.

AMERICAN VOWELS

/i/ beet /bit/, cream /krim/, theme /θim/, perceive /pɚsiv/, thief /θif/. Most often spelled ee, ea, e, ei, ie; seldom represented by the letter i except in foreign words, e.g. machine, chic, pizza. Rare spellings: Phoenix /finIks/, people /pipl/.

/I/ ship /ʃIp/, lick /lIk/, it /It/, is /Iz/, watches /watʃIz/, -ing /-In/ Most often spelled i--e.g. passive /pæsIv/, if /If/, etc.-- or y particularly in -ly endings--e.g. gym /dʒIm/, syrup /sIrɚp/, Lynn /lIn/, slowly /sloUlI/. Seldom ui --e.g. build /bIld/-- or ee --as in been /bIn/. Sometimes in -age or -ege unstressed endings--e.g. garbage /gɑrbIdʒ/, college /kɑlIdʒ/.

/e/ bed /bed/, pen /pen/, leg /leg/. Usually e or ea as in lead /led/. This sound is gradually opening in American English and is often indistinguishable from

/E/ merry /mErI/, Mary /mErI/, heir /Eɚ/, their /ðEɚ/, where /wEɚ/. Usually spelled e, ea, ei, a in combination with r.

/æ/ bad /bæd/, pan /pæn/, hat /hæt/, bag /bæg/. Most often spelled a, with some exceptions such as plaid /pl d/ or laugh /læf/, particularly when followed by ss--e.g. brass /bræs/, glass /glæs/. An exception is the word "bass" only when referring to a bass singer. In this case it is pronounced /beis sIŋɚ/. But it is pronounced /bæs/ when it refers to a fish. The /æ/ always occurs in a stressed syllable.

/ɑ/ hot /hɑt/, college /kɑlIdʒ/, father /fɑðɚ/, heart /hɑrt/. Usually spelled o as above, or a in combination with r, or sometimes when preceded by w --watch /watʃ/, waffle /wɑfl/. Sometimes also ua or ea--e.g. guard, hearth (but notice the r!).

/ə/ Known as the "schwa" /ʃwɑ/. It occurs in unstressed positions, for example: infant /Infənt/, focus /foukəs/, alone /əloUn/. It occurs in numerous endings such as -ous--e.g., curious /kjuriəs/, famous /feIməs/; -ance, ence, ent, ant--e.g., alliance /əlaIəns/, independence /Indəpendəns/, flagrant /fleIgrənt/, dependent /dipendənt/. It can replace any other vowel sound in unstressed positions. This "blurring" of vowels in unstressed positions does not occur in all languages. It is very important to learn to hear it in words and sentences. Compare the pronunciation of the word was in the following examples: "Were you there?"--"Yes, I was." /jes ai wɑz/ (when the emphasis is on was) and "I was there" /aI wəz ðEɚ / (when the emphasis in on there).

/ʌ/ Most often represented by the letter u--e.g., but /bʌt/, hut /hʌt/, cup /kʌp/. Sometimes spelled o as in color /kʌlɚ/ or ou as in enough /Inʌf/.

/ɚ/ This sound always involves a vowel and an r. Most frequently spelled er, ear, ir, ur, or--e.g. bird /bɚd/, girl /gɚl/, color /kʌlɚ/, learn /lɚn/, blur /blɚ/, Sometimes urr, our, yr--e.g. purr/pɚ/, theatre, theater /θiətɚ/ water /wɑtɚ/ (in fast speaking this word can be pronounced /wɑɹə/ in which ɹ is a flap like the t in city or the d in buddy).

/u/ Most frequently spelled oo--e.g., food /fud/, boot /but/, pool /pul/, fool /ful/. Sometimes ue, ui, ou as in Sue /su/, suit /sut/, route /rut/. Also u-e such as in tube /tub/.

/U/ Also usually spelled oo--e.g. good /gUd/, look /lUk/, soot /sUt/. The sequence ook is almost always pronounced /Uk/--e.g. book, look, took--but there are a few exceptions. Other spellings are u--e.g., put/pUt/, pull /pUl/, full /fUl/--and ou as in would /wUd/, should /ʃUd/, could /kUd/. It is important to learn to pronounce the sequence /wU.../ such as in wood /wUd/, wool /wUl/, woman /wUmən/. Most learners tend to pronounce /wU.../ as /u.../. There are few cases in which /w/ is followed by /u/--e.g. womb /wum/ but even then a difference must be made. (The spelling wo-- can be pronounced in different ways so this is a good time to learn that the plural of woman, 'women', is pronounced /wImən/!!).

/ɔ/ Usually spelled au or aw--e.g. law /lɔ/, auto /ɔtoU/, laundry/lɔndrI/, saw /sɔ/. Also spelled -augh (yes, in those irregular past tenses!)--e.g. caught /kɔt/, taught /tɔt/. Also spelled ough--e.g. ought to /ɔt tu/, bought /bɔt/, thought /θɔt/, brought /brɔt/. Often al(l)--e.g. all /ɔl/, call /kɔl/, talk /tɔk/, hall /hɔl/. Infrequently oa and ou--e.g. broad /brɔd/, cough /kɔf/. There is a tendency to merge this sound with /ɑ/ in colloquial speech in some regions. However, merging is not complete or consistent. Therefore it is advisable to learn to hear and pronounce the two sounds to avoid being misunderstood.

Dipthongs

/aI/ Most frequently the sound of the letter i--such as in I, kind, sign. Also spelled igh, such as in sight /saIt/, right /raIt/, light /laIt/; ie such as in die /daI/, lie /laI/, tie /taI/; y such as in why /waI/, sky /skaI/, shy /ʃaI/. Frequently i-e such as in time /taIm/, side /saId/, bride /braId/. It also occurs in several irregular contexts.

/aU/ Usually spelled ou such as in around/əraUnd/, sound /saUnd/. Also ow as in brown /braUn/, town /taUn/, now /naU/.

/eI/ Sound of the letter a particularly in a-e contexts--e.g. male /meIl/, tape /teIp/, late /leIt/. Also ai and ay--e.g. mail /meIl/, praise /preIz/, rain /reIn/, may /meI/, gay /geI/, stay /steI/.

/ I/ Spelled oi and oy such as in toy /tɔI/, soy /sɔI/, boy /bɔI/, oil /ɔIl/, coin /kɔIn/

/oU/ Usually spelled o, ow, oa, -o-e, oe--go /goU/, cold /koUld/, told /toUld/, blow /bloU/, soap /soUp/, globe /gloUb/, toe /toU/. It has some irregular spellings such as oo in brooch /broUtʃ/, ew in sew /soU/, ou in soul /soUl/, ough in though /ðoU/ and dough /doU/.

AMERICAN CONSONANTS

(for irregular spellings see Calvert 1980, Descriptive Phonetics)

	Initial	Medial or Intervocalic	Final
/p/	pit /pIt/	spit /spIt/	tip /tIp/
/b/	bit /bIt/	ribbon /rIbən/	rib /rIb/
/t/	tongue /tʌŋ/	city /sItI/	kit /kIt/
/d/	dung /dʌŋ/	buddy /bʌdI/ jaded /dʒeIdId/	kid /kId/
/k/	came /KeIm/	maker /meIkɚ/	take /teIk/
/g/	game /geIm/	maggot /mægət/ target /tɑrgIt/	tag /tæg/
/h/	hat /hæt/ who /hu/, whole /hoUl/	behind /bihaInd/	
/f/	foot /fUt/ phone /foUn/	before /bifɔr/ waffle /wɑfl/	beef /bif/ enough /ənʌf/
/v/	vote /voUt/	David /deIvId/ Stephen /stivn/	love /lʌv/
/θ/	Think /θIŋk/	ether /iθɚ/	bath /bæθ/
/ð/	those /ðoUz/	either /iðɚ/	soothe /suð/
/s/	sick /sIk/ science /saIəns/	mercy /mɚsI/ listen /lIsn/	pass /pæs/ peace /pis/
	All plurals after voiceless sounds: ps,ts, ks		
/z/	zinc /zIŋk/ zone /zoUn/	basil /bæzl/ busy /bIzI/	jazz /dʒæz/ dogs /dɑgz/
	All plurals after voiced sounds: ds, es, ms, ngs, bs, gs.		
/ʃ/	shave /ʃeIv/ sugar /ʃUgɚ/ (French) chic /ʃik/	brushing /brʌʃIŋ/ nation /neIʃn/, ocean /oUʃn/ machine /məʃin/	brush /brʌʃ/

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/ʒ/		measure /mɛʒɚ/ peasure /plɛʒɚ/	beige /beIʒ/
/tʃ/	chat /tʃæt/	watches /watʃIz/ literature/lItrItʃɚ/ factual /fæktʃuəl/	watch /watʃ/ question /kwestʃn/ cello /tʃeloU/
/dʒ/	juice /dʒus/ gem /dʒem/	gadget /gædʒət/ adjust /ədʒʌst/	pledge /pledʒ/ soldier /soUldʒɚ/
/j/	yacht /jɔt/	tenure /tenjɚ/	few /fju/
/w/	well /wel/ one /wʌn/	away /əweI/ reward /riwɔrd/	

In some American dialects, a distinction is made between /w/ and /wh/. When this distinction is made, the second is pronounced with an aspiration. For example, contrast Wales and whales, witch and which, wear and where.

/l/	leap /lip/	yellow /jeloU/	able /eIbl/
/r/	right /raIt/ write /raIt/ rhyme /raIm/	very /verI/ around /əraUnd/	bar /bar/ corps /kar/
/m/	me /mi/ men /men/ might /maIt/	hammer /hæmɚ/ family /fæmIlI/ salmon /sæmən/ hymn /hIm/	time /taIm/ lamb/læm/ lamp /læmp/ palm /pam/
/n/	name /neIm/ knee /ni/ gnat /næt/	funny /fʌnI/ foreigner /fɔrInɚ/	sun /sʌn/ reign /reIn/
/ŋ/	primarily final -ng. Also n before g,k, and x. examples: sing /sIŋ/, link /lIŋk/, angry /æŋgrI/,		anxious /æŋkʃəs/

HOW TO PRONOUNCE S IN PLURALS, THIRD PERSON SINGULAR AND POSSESSIVES

The pronunciation of final s and es in English in plurals, third person singular and possessive, which add 's, is directly related to the immediately preceding sound (not the preceding letter). Thus the following rules can be stated for practical purposes.

S and es in plurals, 3rd person singular and possessives are pronounced

/s/ when immediately preceded by one of the following voiceless consonants: p, t, k, θ, f (e.g., date /deIts/, takes /teIks/, Pat's /pæts/

/z/ when immediately preceded by a voiced consonant (b, d, g, ð, v, n, m, ŋ, l, r), semi-vowel (j,w), or vowel

/Iz/ when preceded by z, s, ʃ, tʃ Examples: horse-horses /hors/ - /horsIz/, watch /watʃ/, watches /watʃIz/, wash /wɑʃ/, washes / wɑʃIz/

Examples to Help with Pronunciation of Plurals, Third Person Singular, and Possessives

S immediately preceded by voiceless consonants p, t, k, θ, f

gap/gæp/ gaps/gæps/ pit/pIt/ pits/pIts/
tack/tæk/ tacks/tæks/ cot/kɑt/ cots/kɑts/
top/tɑp/ tops/tɑps/ shoot/ʃut/ shoots/ʃuts/
bath/bæθ/ bath's /bæθs/ roof/rUf/ roofs/rUfs/

peak /pik/ peaks /piks/
take /teIk/ takes /teIks/
tape /teIp/ tapes /teIps/

Add s to the following:

adult /ədʌlt/, laugh /læf/, cough /kɔf/, cuff /kʌf/, draft /dræft/, drought /draUt/, collect /kəlekt/, correct /kərekt/, select /səlekt/, draught /dræft/ shop /ʃɑp/, separate /sepəreIt/, connect /kənekt/, track /træk/, lack /læk/, book /bUk/, look /lUk/, fake /feIk/, lake /leIk/

write /raIt/, rite /raIt/, right /raIt/, rate /reIt/, sake /seIk/, make /meIk/

S immediately preceded by a voiced consonant: b, d, g, ð, v, n, m, ŋ, l, r

lobe /loUb/ lobes /loUbz/ lad /læd/ lads /lædz/
rob /rɑb/ robs /rɑbz/ glide /glaId/ glides /glaIdz
rub /rʌb/ rubs /rʌbz/ speed /spid/ speeds /spidz/

bag /bæg/ bags /bægz/ bathe /beIð/ bathes /beIðz/
drag /dræg/ drags /drægz/ loathe /loUð/ loathes /loUðz/

Notice: paths /pæðz/ as the plural of path /pæθ/.
baths /bæðz/ /bæθ/

Add s to the following:

lab /læb/, tab /tæb/, tub /tʌb/, tube /tub/

lead /lid/, lid /lId/, ride /raId/, charade /ʃəreId/

bog /bɑg/, leg /leg/, soothe /suð/

/v/

love /lʌv/ - loves /lʌvz/
jive /dʒaIv/ - jives /dʒaIvz/
sieve /siv/ - sieves /sivz/

Also: hooves /hUvz/ the plural of hoof /hUf/
calves /kævz/ the plural of calf /kæf/
halves /hævz/ the plural of half /hæf/
selves /selvz/ the plural of self /self/ as in themselves /ðəmselvz/

/m/

loam /loUm/ - loams /loUmz/
comb /koUm/ - combs / /
Tom /tɑm/ - Tom's / /
worm /wɜrm/ - worms / /
womb /wum/ - wombs / /

/n/

John /dʒɔn/ - John's /dʒɔnz/
pane /peIn/ - panes / /
ban /bæn/ - bans / /
bone /boUn/ - bones / /
loan /loUn/ - loans / /
reign /reIn/ - reigns / /

/ŋ/

bring /brIŋ/ - brings /brIŋz/
thing /θIŋ/ - things / /

/l/

trail /treIl/ - trails /treIlz/
bell /bel/ - bells - / /

/r/

bar /bɑr/ - bars / /
store /stɔr/ - stores / /

/w/

show /ʃoU/ - shows / /
snow /snoU - snows / /

Add s to the following:

lamb /læm/, beam /bim/, tomb /tum/, tone /toUn/, pain /peIn/,

lung /lʌŋ/, song /sɔŋ/, soil /sɔIl/, girl /gɜrl/, car /kɑr/

Vowels and Diphthongs

pea /pi/ - peas /piz/
toy /tɔI/ - toys /tɔI\/

law /lɔ/ - laws /lɔz/
toe /toU/ - toes /toUs/

Add s to the following:

tee /ti/, sue /su/, no /noU/ (no's), Sue /su/ (Sue's),

low /loU/, knee /ni/, go /goU/, buy /baI/

sow /saU/, guy /gaI/

Plurals and other forms with s or es after /s/, /ʃ/ and /tʃ/

horse /hɔrs/ - horses /h rsIz/
reach /rit / - reaches /ritʃIz/
dish /dIʃ/ - dishes /dIʃIz/

Add s or es to the following:

teach /titʃ/, lash /læʃ/, Jesus /dʒis əs/ (Jesus's)

base /beIs/, snatch /snætʃ/, lace /leIs/, cash /kæʃ/

Jones /dʒoUnz/ (Jones's), James /dʒeImz/ (James's).

HOW TO PRONOUNCE FINAL D AND ED IN PAST AND PAST PARTICIPLE OF REGULAR VERBS

Many foreign speakers have problems with final voiced consonants when learning English. While in many cases the difficulties students encounter are due to the absence of voiced consonants in final position (or in any position) in their own language, the problem is aggravated by a confusion about some apparent inconsistencies in English pronunciation. Although it can be said that people first speak and then write, in the case of foreign students this process is reversed; they are often exposed to written forms before they have a chance to hear them spoken. This compounds problems of pronunciation with problems of reading. Here are some easy rules to help your students sort out this confusion.

The pronunciation of d and ed in past tense and past participle is dependent on the immediately preceeding sounds (not the preceding letters!)

1) If the immediate preceding sound is voiceless, the d is pronounced like /t/. For example:

slipped /slIpt/	forced /fɔrst
tripped /trIpt/	fenced /fenst/
booked /bUkt/	coughed /kɔft/
tacked /tækt/	laughed /læft/
wished /wIʃt/	pushed /pUʃt/
	watched /watʃt/

2) If the preceding sound is /t/, /d/, or /i/, the ed is pronounced /Id/. For example:

wanted /wantId/	fainted /feIntId/
painted /peIntId/	carried /kærId/
panted /pæntId/	slanted /slæntId/
ended /endId/	landed /lændId/
coded /koUdId/	loaded /loUdId/

Exception: learned /lɜrnId/ e.g. a learned person in which ed is preceded by /n/ (see below).

3) If d or ed is preceded by a voiced consonant (except /d/) or vowel (except /i/) it is pronounced /d/, for example:

loved /l vd/	saved /seIvd/	snowed /snoUd/
sobbed /sɑbd/	calmed /kɑmd/	showed /ʃoUd/
lagged /lægd/	fanged /fæŋd/	played /pleId/
penned /pend/	lulled /lʌld/	weighed /weId/
barred /bɑrd/	learned /lɜrnd/	

EXERCISES

Pronounce the following list of words:

dazzled	softened	measured	stopped
visited	lasted	sensed	mapped
begged	earned	pulled	labored
patted	packed	damned	mobbed
combed	suited	cashed	blocked
sanded	lanced	fooled	ploughed /plaUd/
dived	lashed	dozed	borrowed
moved	banged	defended	
budged	worked	bowed	

Change the following verbs to past tense:

daze	lock	single	sew
burrow	puzzle	lapse	rain
nudge	mate	blush	slap
scuff	scratch	bond	presume
bore	hurry	long	brag

PRONUNCIATION OF UNSTRESSED ENDINGS

-cial, -tial /ʃl/, /ʃəl/ (official, partial)

-ter /tɚ/ (computer/

-teous /tiəs/, /tIəs/ (courteous)

-tain, -ten, -ton /tn/, /tən/ (shorten, mountain)

-ture /tʃɚ/ (literature)

-tive /tIv/ (primitive)

-tion, -ssion /ʃn/, /ʃən/ (portion, transmission)

-sion /ʒn/ (division)

-sure /ʒɚ/ (measure)

-tal, -tol, -tle /tl/, /təl/, (capital, capitol, Aristotle))

-ple, -pal /pl/ (principle, principal)

-ful /fUl/, /fl/ (useful)

-ral /rl/ (plural)

-rious /rIəs)/ (curious)

-stle /sl/ (castle)

-ible, -able /Ibl/, /əbl/ (responsible, dependable)

-ance, -ence /əns/ (performance, independence)

-yze, -ize /aIz/ (socialize, analyze, analyse)

-angle /æŋgl/ (triangle)

-ant, -ent /nt/, /ənt/ (applicant, insistent, independent)

-ble, -bel /bl/ (babble, Babel)

-cal, -cle /kl/ (article, critical)

-cult /klt/ (difficult)

-don, -den /dən/, /dn/ (Lyndon, ridden)

-dier /dʒɚ/ (soldier)

-er, -ur /ɚ/ (bigger, lemur)

-ham /həm/, /əm/ (Birmingham, Durham, Brougham)

-ity /ItI/ (nationality)

-ly /lI/, /li/ (lately)

-ment /mənt/, /mnt/ (government)

-ness /nIs/, /nəs/ (business)

-mous /məs/ (famous)

-nous /nəs/ (monotonous)

-oe /oU/ (mistletoe)

-ate /It/ (chocolate)

-gue /gju/ (argue)

-logue /lɔg/ (monologue)

-very /vrI/, /vərI/ (every, slavery)

-ven /vn/, /vən/ (driven)

DIFFERENT AND UNSUSPECTED SPELLINGS AND PRONUNCIATIONS

-aught /-ɔt/ examples: caught /kɔt/, taught, /tɔt/

but: draught /dræft/ (also spelled draft)

-ought /-ɔt/ examples: thought /θɔt/, bought /bɔt/,

wrought /rɔt/ but: drought /draUt/

-ough /oU/ examples: though /ðoU/, dough /doU/

but: bough /baU/, through /θru/, cough /kɔf/, enough /ə'nʌf/

thorough /'θɚoU/, borough /'bɚoU/

height /haIt/ weight /weIt/ sleigh /sleI/ Leigh /li/

business /'bIznIs/ bass /beIs/ (as in bass singer)

biscuit /'bIskIt/

variety /və'raIətI/ diphtheria /dIf'θIrIə/

heinous /'heInəs/ heir /ɛɚ/ herb /ɚb/

plaid /plæd/ sew /soU/

buffet /bufeI/ gauge /geIdʒ/

chauffer /'ʃoUfɚ/ flour /flaUɚ/

focus /'foUkəs/ helix /'hiləks/

tomb /tum/ bomb /bɑm/

knee /ni/ (kn-=/n/) gnat /næt/ (gn-=/n/)
wrap /ræp/ (wr-=/r/) psychologist /saI'kɑlədʒIst/ (ps-=/s/)
pneumonia /num'oUniə/ (pn-=/n/)

schedule /'skedʒUl/ (sch-=/sk/) sceptical /'skeptIkl/ (sc-=/sk/)

choir /kwaIɚ/ chaos /keɑs/ orchestra /'ɔrkIstrə/ (ch=/k/)

Chicago /ʃI'kɑgoU/ chic /ʃik/

knowledge /'nɔlIdʒ/ syringe /sə'rIndʒ/

often /ɔfn/ listen /ˈlIsn/

almond /ˈɑmənd/ salmon /ˈsæmən/

island /ˈaIlənd/ isle /aIl/ aisle /aIl/

Connecticut /kə'netIkət/ indictment /In'daItmənt/

Gloucester /'glɔstɚ/, Leicester /'lestɚ/

Worcester, Wooster /'wUstɚ/,

Worcestershire sauce /ˈwUstəʃɚ sɔs/

Shenandoah /ʃe nən'doUə/

Thoreau /θə'roU/

Seymour /ˈsimɔr/

Always remember that some pronunciations vary from region to region.

USING I AND ME

I is used when the first person is the subject of the sentence. For example: I went to school yesterday.

Me is used after prepositions or when it is the object. For example: He came before me. Let's keep this between you and me. John gave me a present.

Choose the correct form of the pronoun:

1. Dad showed Kathleen and (I, me) how to swim.
2. All the men and (I, me) rode on donkeys.
3. You and (I, me) like the same things.
4. Between you and (I, me), I am suspicious!
5. He could not see Alice and (I, me).
6. Dad and (I, me) are going on vacation.
7. Miss Stephens gave the first lesson to him and (I, me)
8. It was a lovely summer for the boys and (I, me).
9. Two girls will substitute for Eric and (I, me).
10. She annoyed the supervisor and (I, me).
11. Rebecca and (I, me) are going for an ice cream.
12. "May Rebecca and (I, me) go for an ice cream?" she asked.
13. He and (I, me) love to play tennis.
14. Why are you looking at Paula and (I, me) like that?
15. Dr. Fisher congratulated James and (I, me).
16. Kristina and (I, me) are friends again.

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